

**TOWARDS RE-VISIONING THE TECHNICAL AND VOCATIONAL
CURRICULUM OF A SELECTED ZIMBABWEAN JUVENILE
CORRECTIONAL TRAINING CENTRE: A PROGRAM EVALUATION**

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**Submitted in fulfilment of the requirements for the Degree of Doctor of Philosophy in the
School of Applied Human Sciences, College of Humanities, University of KwaZulu-Natal**

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Date: June 2019

DECLARATION

I, **John Chakamba**, declare that

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Signature

Date: **18/7/19**

Professor Augustine Nwoye

Signature

Date

DEDICATION

I dedicate this thesis to my mother Esther Chakamba and my grandchild Mazvita, Kim Chakamba who endured the discomfort of my long absence from home while I undertook my studies. My dedication also goes to all men and women working in juvenile correctional centres.

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ABSTRACT

This study was designed to evaluate the Technical and Vocational Education and Training (TVET) curriculum offered at a selected juvenile offender correctional training centre in Zimbabwe by exploring the quality of the TVET curriculum, in terms of its effectiveness, relevance, value and its ability to produce employable youths or youths endowed with self-help skills. Specifically, the study aimed to identify the strengths and weaknesses of the TVET curriculum offered at the selected juvenile correctional training centre through a SWOT analysis of the technical courses being offered at the centre to proffer solutions to any possible challenges impeding programme implementation.

An overview of the methodological approaches and qualitative case study research design selected for the evaluation of the curriculum were provided in which perceptions of stakeholders were also investigated. The study was undertaken at a mixed group state-assisted juvenile correctional training centre in Zimbabwe and was based on Stake's Countenance model. Research participants were selected using purposive sampling. The theoretical framework of this study is entrenched in the principles of curriculum evaluation and was developed by adapting the critical approaches to curriculum review framework theories proposed by Vygotsky (1978) and Freire (1972). The theoretical frameworks were used to answer research questions and design the data collection instruments. Relevant curriculum documents were analysed, questionnaires, semi-structured interview schedules and an observation schedule aided in collecting data during tuition activities.

The most significant finding of this study is that the TVET curriculum of the selected correctional training centre was failing to empower juvenile offenders with employable and self-help skills. This is because of several impediments that were discovered to beset the TVET curriculum implementation processes emanating from institutional, infrastructural, curricula, pedagogical, policy issues and other associated barriers. Based on these findings the study recommends that the TVET curriculum for the selected juvenile offender correctional training centre be revised and rebranded to respond to current socio-economic demands, adopt a problem-

solving approach with the ability to apply scientific, and technological concepts, and be aligned to employment opportunities and self-help projects. This recommendation is in line with the changing needs of the industry which increasingly demands creativity and innovation rather than just mastery of specific craft skills that would soon be outmoded due to technological advancements, spurred by the Information and Communication Technology (ICT) revolution that has engulfed all sectors globally. Additional policy and practice recommendations are also proposed as possible corrective measures.

Key Terms: TVET; curriculum evaluation; social constructivism; critical pedagogy; juvenile correctional training centres

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LIST OF ACRONYMS

CSC	Case Study Centre
CIET	Commission of Inquiry into Education and Training
CIPP	Context-Input-Process-Product
CDU	Curriculum Development Unit
ECD	Early Childhood Education
ESD	Education for Sustainable Development
FGD	Focus Group Discussion
HEXCO	Higher Education Examination Council
IT	Information Technology
MDG	Millennium Development Goals
MoLSW	Ministry of Labour and Social Welfare
MoPSE	Ministry of Primary and Secondary Education
NFE	Non- Formal Education
PoS	Place of Safety
STEM	Science, Technology, Engineering and Mathematics
SWC	Social welfare Cases
SADC	Southern African Development Community
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
USDG	Universal Sustainable Development Goal
ZIMASSET	Zimbabwe Agenda for Sustainable, Socio-Economic Transformation
ZIMSEC	Zimbabwe Schools Examinations Council

CHAPTER ONE

INTRODUCTION

1.1.0 Background of the Study

Technical and Vocational Education and Training (TVET) provides students with practical, work-related skills and knowledge and most of the third world countries are increasingly paying more attention to TVET as a panacea to various socio-economic problems. In Zimbabwe, TVET programmes are provided in primary and secondary schools as well as in post-secondary institutions (Mupinga, Bunnet, & Redmann 2005). Konayuma (2008) observes that an adequately crafted TVET curriculum serves numerous purposes ranging from narrow skills training aimed at equipping learners with an occupational foundation, to self-help and entrepreneurial skills.

Zimbabwe's formal education landscape has undergone a significant overhaul through the introduction of a new national curriculum, which is more responsive to market trends and modern global economies, a curriculum which places the learner at the centre of the education experience. The new curriculum that spans from Early Childhood Education (ECD) right up to Advanced level is heavily biased towards Science, Technology, Engineering and Mathematics (STEM) subjects and incorporates more TVET subjects tailored explicitly for the new socio-economic environment. According to the Ministry of Primary and Secondary Education [MoPSE], the STEM-based curriculum now embraces higher cognitive processes and incorporates subject related to Information Technology (IT) software across the board and this, it is hoped, will enable pupils to create, design, model, experiment and evaluate their prototype projects. All these changes are in line with the view credited to Jacobs (2010), who opined that:

...we need to overhaul, update and inject life into our curriculum and dramatically alter the format of what schools look like to match the times in which we live. Our responsibility is to prepare the learners in our care for their world and their future. There is rising concern about 21st-century skills and tools for our learners.
(p.32)

The decision to review the public education curriculum was made in the context of the government's focus on preparing Zimbabwean learners for the demands of the 21st century and

the changes in global education standards. The Government's enhancement of psychomotor skills through increased uptake of TVET subjects reflects the growing need to empower the young generation through an outcome-based education system. In this regard, the government is now presumably aware of possible difficulties caused by a deficiency of these skills (MoPSE, 2014).

The crafting of the new Zimbabwean curriculum was also done in response to recommendations made by the Presidential Commission of Inquiry into Education and Training (CIET) of 1999. The critical findings of CIET were that the curriculum inherited at independence lacked the national values or a philosophy to guide learners; did not extol the virtues of self-reliance, entrepreneurship; was exam-oriented and did not aggressively promote the teaching of TVET education. CIET also observed that the curriculum was overly academic, and theoretical, with many of those who left the formal education system early, lacking requisite skills for being employable or initiating livelihood ventures. CIET's fact-finding mission and its final call to evaluate and revamp the curriculum across the board was not extended to the Zimbabwean juvenile correctional training centres that are home to juvenile offenders undergoing rehabilitation.

De Gabriele (2001) defines a juvenile as a young person. A child, according to the Zimbabwean constitution (2013), is a person under the age of twelve years, whereas a young person is under eighteen years. A holistic definition of the term juvenile offender is derived from Macomber et al. (2010), who claimed that juvenile offenders are youngsters below the age of eighteen years, who are in conflict with the law and have been incarcerated in an institution for rehabilitation. Dubin (2012) further observes that such youngsters lack the skills necessary to maintain any form of steady employment and are unable to carry on productive lives. Garfinkel (2010) elaborated on the various reasons why teens become offenders and these included breakdowns of family structures, unemployment, poverty, depression, frustration, anger and erratic discipline by parents or adults.

Juvenile correctional training centres in Zimbabwe fall under the umbrella management of the Ministry of Labour and Social Welfare [MoLSW] and are directly administered by the

Department of Child Care and Protection Services. In Zimbabwe, there are six state-assisted correctional training centres where juvenile offenders will be sent for institutional care and rehabilitation. The principal aim of these centres, which are designated as reformatory centres, is to encourage behavioural modification and rehabilitation through formal education and skills training. In these institutions, the youths who are in conflict with the law are trained in various TVET skills as part of their rehabilitation programme before they are integrated into the communities. Some of the TVET courses offered by these correctional training centres include welding, forge work, agriculture, leatherwork, poultry, food and nutrition, sewing, carpentry and bricklaying. Mbizvo (2014) and Zvobgo (1994) observed that the trades offered to trainees in correctional training centres continued to reflect the traditional and colonial nature of the programmes. These trades have their roots in the colonial education system specifically tailored to make an African a second-class citizen through the creation of a cheap labour pool. He further argues that the eventual relegation of Africans to menial jobs after studying these traditional courses created a stigma against TVET courses, and this is still evident today.

Billet (2011) refers to TVET skills training, as the training designed to equip participants with practical skills and knowledge to facilitate learners' entry and performance in the labour market. The correctional education system for juvenile offenders differs widely from the public education systems with regards to teaching, and thus it is increasingly scrutinised worldwide. In the context of the current 21st technological revolution concerns about standards and demands for quality training have become prominent. Available data demonstrate that most of the learners who go through this correctional TVET skills empowerment have received inadequate training because of numerous centre-based challenges (Geib, Chapman, D'Amaddio, & Grigorenko, 2011).

From the work of previous researchers (such as De Gabriele, 2001; Garfinkel 2010; Geib, Chapman, D'Amaddio, & Grigorenko, 2011; Mokoteli, 2005), two terms "correctional training centres/schools" and "reformatory centres/schools" can be used interchangeably. For consistency in this study, the term "correctional training centres" was used to refer to those institutions, with the phrase "juvenile offenders" being used to refer to the young inmates in conflict with the law.

Non-offending juveniles in correctional training centres were referred to as “care and protection juveniles” (De Gabriele, 2001; Mokoteli, 2005).

Despite the Zimbabwean government’s call to revamp the entire curriculum and align it with emerging market trends and new global economies, it appeared that evaluation and review of Zimbabwean correctional training centre programmes for juvenile offenders have never been seriously contemplated. The TVET biased curricula in these institutions had not been evaluated over the years; hence issues to do with its relevance to the needs of the inmates were raised at various forums.

Barton and Mackin (2012) further observed that graduates from most of the correctional training centres were often disconnected from the ever-changing life patterns and the global socio-economic order in which they lived and worked after serving their terms. In the absence of intensive curricula evaluation and appropriate reforms, the learners are bound to continue missing opportunities to acquire modern skills-based education that they so desperately need and deserve and will be trapped in a vicious cycle of abject poverty, ignorance and social exclusion. Social exclusion, according to Geib, Chapman, D’Amaddio, and Grigorenko (2011), refers to a myriad of problems such as gender-based discrimination, poor skills acquisition, low incomes from menial jobs, poor housing, unemployment, high crime and family breakdown.

Furthermore, concern has grown at the international, national and local levels about ensuring that high-quality education is recognized as an obligatory and integral part of Zimbabwe’s correctional system of education. In this context, there is a strong call for a curriculum evaluation followed by crafting of a correctional curriculum that focuses on the learners’ capacity to apply acquired knowledge, skills and to solve daily problems independently. This can resolve the issue of offender social exclusion and the dangers of pursuing a sabre-toothed curriculum. The sabre-tooth curriculum is a satirical novel about educational reform based on the fable of cave dwellers who continued to impart skills of hunting a sabre-toothed tiger to their children long after it became extinct.

De Gabriele's (2001) study of several correctional training centre educational programmes being offered in most of the African countries concluded that the so-called competency-based training programmes were mostly conservative and rudimentary and aimed at punishing the offenders at the expense of rehabilitation. Barton and Mackin (2012), Gagnon, Houchins and Murphy (2012) and Geib, et al. (2011) further noted that the TVET track record in correctional training centres had the unfortunate reputation of being perceived as a dead-end. The academic and technical progression for the offenders resulted in these training centres stigmatised as warehouses for juvenile offenders in conflict with the law. In the Zimbabwean context, there appears to be no demarcated pathway for graduates to join the formal or informal school system after their time and there appears to be a learning gap that is created as the juvenile offender is sent for rehabilitation. This bolsters the need to evaluate the TVET programmes in these institutions preceded by a curriculum review based on a new policy and emerging trends.

This study resonates closely with De Gabriele (2001) who also argued that graduates from most African correctional training centres were deficient in terms of innovativeness and creativity and that they were incompetent to perform in the formal labour market as they lacked firm skills-based footing. This, she noted, was a result of a general lack of curriculum evaluation and review process. One can project that such a scenario could be prevailing in the Zimbabwean context hence the need to take necessary corrective measures.

Barton and Mackin (2012) further observed that the new purpose of the correctional training centres in most African countries was not being realised due to numerous impediments ranging from inadequately trained staff, infrastructure limits, insufficient teaching and training materials and sporadic or dwindling funding. These authorities also recommended timely curriculum evaluations and the addition of new TVET programmes which will eventually reduce dormancy, educational underachievement and obsolete skills acquisition by juvenile offenders. Such programmes, as noted by several authorities (Barton & Mackin, 2012; Borzycki & Baldry, 2003; Burrell & Warboys, 2000; Cilliers & Smit, 2007) will prevent marginalisation, recidivism and social exclusion of the youths who graduate from these state-run correctional institutions. The UNESCO (2012) report rightly insinuated that ignoring the fusion of advanced skills needs of

disadvantaged young people in TVET programmes, not only limit their chances of realising their potential but stunts economic growth and poverty reduction. This report, therefore, underscores the importance of constant upgrading of education and skills training through timely curriculum evaluations.

Cilliers and Smit (2007) observe that for any education to be potent and useful, it must be indigenised, that is, designed according to the current needs of that society. Again, it is this lack of relevance of the curriculum in Zimbabwean correctional training centres in meeting societal expectations and individual development that has led to a call by Barton and Mackin (2012) to continually evaluate and review the curricular offered by correctional training centres to be in tandem with the dynamism of societies.

The need for a curriculum evaluation exercise for the Zimbabwean juvenile offender correctional training centres also emanates from the three socio-economic and political revolutions that took place in the post-independence era. First was the national agrarian land reform. The agricultural land reform programme in Zimbabwe witnessed a massive policy shift in the education sector that resulted in the call for new curricula designed to produce workforce to take up posts in the new agrarian-based economy. Given this scenario, the juvenile correctional training centres were equally not spared in the latest thinking hence the need to evaluate the existing skills-based programmes to rebrand the TVET curriculum.

Secondly, the construction and adoption of the Zimbabwe Agenda for Sustainable, Socio-Economic Transformation (ZIMASSET, 2013), bolstered the need for critical skills training and new empowerment programmes. Again, correctional training centre educational programmes were also to be re-aligned to suit this policy shift. Lastly, the construction and adoption of a new Zimbabwean constitution in 2013 had lasting implications for the prison service in general and juvenile correctional training centres in particular. The new constitution now calls for a total transformation of the Zimbabwe prison service charter to correctional facilities that are primarily characterised by skills empowerment of inmates and the inclusion of entrepreneurial education. At the government level, there is a renewed call for sound research-based evidence into the correctional education system to inform policy. A growing interest in curriculum evaluation in

correctional training centres is one response to this scenario. The renewed call for an education system biased towards TVET education demands a holistic approach to curriculum evaluation in this sector. There is also a need to shift to an explicitly outcome-oriented approach which emphasises skills empowerment.

Considering the above, the study, therefore, sought to explore the Strengths, Weaknesses, Opportunities, and Threats (SWOT) of the current TVET curriculum for a selected juvenile correctional training centre in Zimbabwe. The recommendations to emerge from this effort will help to correct the envisaged mismatch between the correctional education system and the labour market needs and will create a platform to equip juvenile offenders with foundational TVET skills background that will prepare them for upward mobility in various self-help entrepreneurial skills. By gaining such skills and competencies in different TVET courses, the juvenile offenders will be integrated into the labour market, and this will improve not only their life chances but also their respect, intrinsic motivation, self-confidence and personal pride and inculcate in them the spirit of *hunhuism* (humanness). Further, the need to evaluate the TVET curriculum of a selected juvenile correctional training centre is also in synchrony with the understanding that the world has become a global village and correctional training centres have a stake in participating in the competitive global arena. In an economy that is facing challenges posed by changing economic environment, globalisation of trade and labour markets, and advancement of new technologies, robust evaluation of the skills empowerment programmes targeting correctional centres will also help the inmates to acquire skills, knowledge and attitudes needed to enter the world of work. Through this effort, it is hoped that the subsequent green restructuring of the TVET curricula for correctional training centres will offer a solution to embrace international best practices and global benchmarks, thus producing competitive graduates.

1.2.0 Statement of the Problem

The motivation for the researcher to engage in this study was informed by a general antipathy of the TVET courses offered in correctional training centres, as evidenced by numerous recorded cases of abscondment by the targeted trainees. The low enrolment figures of the trainees opting

to take up these practical courses coupled with instances of absenteeism was a cause for concern. It is in light of this that this study sought to evaluate the current TVET curriculum on offer at a selected Zimbabwean juvenile correctional training centre.

Provision of TVET programmes in correctional training centres deserves serious attention to link the trainees with current trends, empowering graduates and creating pathways for further learning. It appears that reforming the education curriculum for juvenile offenders has received very low government priority in this respect. Juvenile offenders, after serving their time in these institutions, find it challenging to re-join the formal education school system because the correctional school curriculum appears to be running parallel with the formal school system. Most of them eventually drop out of these schools, and since they do not have special skills are unemployable. Absence of gainful employment leads to idleness in their communities, thus increasing possible recidivism rates.

Research shows that while some of the graduates from correctional training centres in Zimbabwe successfully reintegrate into their communities or start self-help projects thus becoming productive members of the community, many are however not gainfully employed, and there appears to be an increase of recorded cases of recidivism (Kusada, 2014). Although such a scenario is attributed to several factors, the curricula which may be failing to address the employment needs of the learners or a mismatch between the labour market skill requirements and the current training skills methodology and output could be the some of the key reasons. The adoption of a curriculum designed for the formal education system may not be the best model for a juvenile correctional training centre. Such a curriculum may not guarantee the acquisition of foundational, practical skills that are critical for employment and self- help income-generating projects.

The prevailing situation calls for a paradigm shift to revamp the traditional offender prison philosophy as a form of punishment to young offenders, to a correctional service approach in which juvenile offenders can be made to develop new attitudes for facing life, unique and relevant skills for transitioning successfully into the nation's overall education system. At the core of the research, therefore, was the need to investigate the fitness for the current juvenile

offender correctional TVET curriculum at a selected correctional training centre through a study of crucial stakeholder perceptions. This move is backed by the familiar adage that says '*there is no better predictor of a nation's future than what is currently happening in the classroom*'.

Given the background, the problem statement of the research is as follows:

What are the perceptions of key stakeholders in relation to the evaluation of the TVET juvenile correctional centre curriculum through the Countenance Model of evaluation?

1.3.0 Purpose of the Study

Education is recognised worldwide as a weapon of liberation from poverty, hunger and disease and thus a basic human need and right. Incarceration in correctional training centres should not deprive juveniles of their rights to education. Article 29 of the United Nations (1959) declaration of the rights of the child as read with the UN guidelines for the prevention of juvenile delinquency (1990) states that a child must be recognised universally as a human being whose talents, personality and abilities must be developed to the fullest while being accorded social, physical and spiritual freedoms and dignity. Besides, the school systems are therefore encouraged to promote the highest modern educational standards for curricula, teaching and learning methods. Consequently, the primary purpose of this study was to conduct an evaluation of TVET programme for a selected Zimbabwean correctional training centre in a bid to establish whether these fundamental principles aimed at empowering children in custody are met and whether the TVET curriculum offered was in line with modern trends.

The study also sought to assess the relevance of the current skills programme to the future needs of the beneficiaries. In implementing this aim, the focus was directed at evaluating availability, appropriateness, adequacy and state of educational resources in these correctional training centres. The nature and modes of delivery of TVET skills in Zimbabwean reformatory schools were explored as these had a bearing on the nature and quality of the TVET curriculum.

The evaluation exercise drew inspiration from the current MoPSE mission statement that calls for the provision of good quality and market-driven education to all children through schools and other learning centres to promote critical thinking, innovativeness, self-discipline, teamwork and

creativity. The evaluation report will contain recommendations that will assist in preparing juvenile offenders for upward mobility in various self-help entrepreneurial skills or to re-join the formal education sector.

1.4.0 Objectives of the Study

The study sought to answer the evaluative questions below in respect of the current TVET curriculum, which was designed to empower juvenile offenders with work-related skills and knowledge as part of the rehabilitation programme. The main objective of the study was to evaluate the TVET curriculum of a selected juvenile correctional training centre in Zimbabwe through a survey of crucial stakeholder perceptions. The specific goals that guided the study are:

1. To explore stakeholder perceptions of the TVET curriculum being offered at a selected juvenile correctional training centre in Zimbabwe;
2. To explore the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the TVET curriculum being offered at a selected juvenile correctional training centre;
3. To identify barriers of the current TVET curriculum being offered at a selected juvenile correctional centre using Stake's Countenance evaluation model;
4. To establish possible support strategies that should be used to successfully implement the expected revised TVET curriculum to align it with emerging market trends, new global economies and educational reforms in Zimbabwe.

1.5.0 Research Questions

In carrying out this study, the following questions were formulated to assist the investigation in addressing the objectives stated in section 1.4 above.

1. What are the stakeholders' perceptions of the TVET curriculum offered at a selected juvenile correctional training centre in Zimbabwe?
2. What are the strengths and weaknesses of the current TVET curriculum for juvenile offenders in Zimbabwe?
3. What are the barriers of the current TVET curriculum being offered at a selected juvenile correctional centre?

4. What support strategies should be used to successfully implement the expected revised TVET curriculum to align it with emerging market trends, new global economies and educational reforms in Zimbabwe?

1.6.0 Significance of the Study

In undertaking this study, it is expected that the findings will contribute to the theoretical and practical knowledge that focuses explicitly on the new models of teaching and learning of TVET subjects in Zimbabwe's correctional training centres. The historic Millennium Development Goals (MDGs) of the year 2000 to 2015 and the preceding Universal Sustainable Development Goals thereafter, focus on the promotion of inclusive and equitable quality education. An appraisal of the current correctional education programmes is also another conduit that can contribute to the full attainment of MDGs and the Universal Sustainable Development Goals as enshrined in Zimbabwe's vision 2030. Given this understanding, it is envisaged that this study, will be critical in helping the nation to cement its laudable millennium development goals and attain universal sustainable goals as it relates to the enhancement of juvenile education throughout the country. The study also aims to address the plight of the disadvantaged juveniles in correctional training centres to promote a universally shared global vision targeting the provision of inclusive and equitable quality education and promotion of lifelong learning opportunities for all Zimbabweans.

Furthermore, the results of this study will be useful in generating data that could be used by policymakers, universities, teachers' training colleges, administrators of state departments of corrections, correctional as well as community educators and parents of incarcerated juveniles and other organisations that provide educational services and training to juvenile offenders in correctional training centres. This is in line with the point credited to Steele, Bozick, and Davis (2016) who urged educational researchers to provide research-based results that can be used to make decisions affecting educational policy and practice in the contemporary day and age. Besides, this evaluation creates a platform for variety and creativity in research methodologies and opens up new areas of subject-based correctional training centre academic research and scholarship.

Similarly, the results of this study will serve as a tool for correctional centre principals, correctional training centre counsellors, teachers and parents to intensify their support for graduates from correctional training centres and assist in their reintegration in the communities in general and formal education mainstream in Zimbabwe in particular. Furthermore, the outcomes of this research should encourage other correctional centres to begin to self-reflect on what they are doing or not doing right, that reduces or does not reduce recidivism and promote empowerment through the acquisition of TVET skills, employability and partnership with the industry.

This study aims to remove the iron curtain drawn between the education system in juvenile correctional training centres and the mainstream formal education. The odious notion that the reformed youth released from the penitentiary training centres could neither re-join the mainstream formal education system nor can they be absorbed informal employment will become out-dated. The results of this study will, therefore, serve as a guide towards collaborative planning for the transition of youth from these facilities to the educational mainstream, formal employment and communities, respectively.

The literature on the TVET programmes focusing on African correctional training centres in general and Zimbabwean reformatory schools, in particular, appears to be scanty. Most of the published works focus on the Western, the Eastern first world countries, and their socio-cultural settings and the rehabilitation and skills acquisition targeting adult prisoners in several African countries. The results of this study will, therefore, contribute to the academic bank of knowledge through *Africanisation* and indigenisation of juvenile correctional curriculum, upholding the values of *Ubuntu/Hunhu* and reviving the spirit of the African renaissance (CIET, 1999).

1.7.0 Scope and Delimitations of the Study

The study was conducted in Zimbabwe at a selected mixed gender, state-run juvenile correctional training centre. This study was limited to one correctional training centre located in a peri-urban set up near a high-density settlement. The scope was defined because a literature review was conducted, which showed that this area had received inadequate scholarly attention. The targeted correctional training centre had a comparatively high enrolment figure and a well-

balanced gender representation when compared to other sites that were reserved either for males or females only while others did not offer TVET training programmes. The age range of the targeted juvenile offenders was fourteen to seventeen years.

The choice of a correctional training centre was intended to ensure that the findings and recommendations from participants in different subject areas would be more representative than those emerging from homogenous cases (Creswell, 2009). The study participants included juvenile offenders who had enrolled in the TVET training courses offered by the centre, TVET trainers, Centre superintendent, curriculum development officers and industrialists. Participation in the study also included some identified ex-offenders who had graduated from the targeted training centre and some parents of juveniles at the designated centre. Content-wise the study was delimited to an evaluation of relevant curriculum documents, the design, implementation and effectiveness of the correctional training centre's TVET curriculum and factors that militated against curriculum implementation from the stakeholders' birds-eye views.

1.8.0 Operational Definition of Terms

The following terms are described as they are used in the study.

1.8.1 Curriculum Evaluation

Prihatiningsih and Qomariyah, (2016) defined curriculum evaluation as the process of collecting data on a programme to determine its quality, effectiveness, value or worth to decide whether to adopt, reject, or revise the curriculum. Closely related to this definition, this study will focus on curriculum evaluation as a systematic collection and analysis of information related to the design, implementation and outcomes of a programme in order to monitor and improve the quality and effectiveness of the programme.

1.8.2 Curriculum framework

According to MoPSE (2014, p.38) a curriculum framework “is a document containing the main guiding elements that cater for a curriculum system’s cohesion and consistency of the evaluated educational system namely educational aims, values and principles underpinning the curriculum, main learning outcomes, orientation, architecture and learning content; orientation concerning teaching and learning, and assessment in different learning areas/subjects and across the curriculum”. As part of the curriculum evaluation process, SWOT analysis of the TVET curriculum framework for the selected correctional training centre shall be conducted.

1.8.3 Curriculum re-visioning

In the present study, curriculum re-visioning refers to the process of bringing about changes in the curriculum to modernise it, improve it, adjusting it to address new and contemporary challenges and opportunities in the area of education. The targeted focus for the curriculum re-visioning through the evaluation process include the institutional vision, mission statement, relevant curriculum documents, subject content, delivery, and assessment (Bolarinwa, Adeola, & Ojetunde, 2010). Successful evaluation involves critical stakeholders in education so that the product will bring with it inclusivity in the socio-economic transformation.

1.8.4 Educational mainstream

In the context of this study, the term educational mainstream is taken to mean the formal public-school system in Zimbabwe.

1.8.5 Education stakeholders

These refer to all the people who are directly concerned with, involved in, affected by and supporting education in correctional training centres. In this study, the identified key stakeholders comprise parents, teachers, juvenile offenders and ex-offenders, interested parties include industrialists and curriculum developers.

1.8.6 Inclusive education

In the context of the study, the concept refers to mean theory and practice of taking into account the diversity of learners and their needs without any discrimination based on age, gender, ethnicity and culture, economic and social backgrounds. Inclusive education is more broadly as a reform that supports and welcomes diversity amongst all learners (Florian, 2010). This study presumes that inclusive education aims to eliminate social exclusion by taking the populist belief that education is a fundamental human right and the foundation for a more just society.

1.8.7 Reformatory schools/Correctional training centres

In this study, specialised institutions where children in conflict with the law are sent for institutional care are referred to as reformatory schools or correctional training centres. The main objective of these institutions is to provide the juvenile offender with a platform for character reform through counselling, acquisition of skills, socialisation with the view of making them useful, self-reliant and responsible citizens who can be reintegrated back to society.

1.8.8 Recidivism

This refers to the tendency by the young offenders to relapse into criminal behaviour after methods of deterrence and rehabilitation have been applied. Keywords that may be used are reoffending, rearrests, reconviction, and reincarceration.

1.8.9 Technical and Vocational Education and Training (TVET)

The acronym 'TVET' in this study has been used instead of Technical and Vocational or Tech/Voc. The term refers to education and training that focuses on training both the mind, the heart and the hand for the trainees to be able to be innovative entrepreneurs and be able to respond to the developmental needs of a nation (Sharma & Naisele, 2008). Similarly, SIDA (1988) refer to TVET education as training that aims to empower learners with practical skills, know-how and understanding that facilitate self-sustainability and their entry and performance in the labour market. Different authorities often give TVET education different names in different countries. Some use the term Vocational Education and Training (VET), others prefer Technical

and Vocational Education (TVE), Career and Technical Education (CTE) or Tech/Voc (Southern African Development Community [SADC], 2013). For this study, the term ‘TVET’ will be used. TVET education prepares learners for careers that are traditionally non-academic and are directly related to a trade or vocation in which the learner participates. These programmes offer a more comprehensive range of post-school options and pathways, and they built on the strategic partnerships between training centres, business, industry and the communities (Sharma & Naisele, 2008).

1.8.10 Youths

According to the Constitution of Zimbabwe, a youth is defined as any person between the ages of 15 to 35. This age range is also in line with the continental definition of youth as defined in the African Youth Charter.

Throughout this document, those terms requiring clarification within the context in which they are used will be explained as they occur.

1.9.0 Summary and Overview of the Study

This introductory chapter has looked at the background of the study. It provides the researcher's view that there appears to be a mismatch between the aims and contents of correctional education and the demands of new global trends in the teaching of the juveniles. The main objective of the study is to evaluate the TVET education programmes of Zimbabwean correctional training centres through an examination of stakeholder perceptions. The research objectives have been provided. The research question and sub-questions to be explored in the study have been stated. This study is considered significant in that it aims at revolutionising the juvenile correctional education system through a set of recommendations aimed at proposing an educational curriculum for juveniles that is comparable to the quality of education that is offered to their counterparts in the mainstream public schools. The chapter concludes by indicating the scope and delimitations of the study. The next chapter is concerned with the review of available relevant literature to the theme of the present study. In chapter three, the methodology for implementing the survey has been explained. Chapter 4 focuses on the presentation of the results of the study while Chapter 5 is devoted to the interpretation and discussion of the study findings, the implications of the research and some recommendations for improved policy and practice arising from the implications of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1.0 Introduction

This chapter critically analyses literature relevant to the study. The analysis is anchored on Vygotsky's (1978) social constructivist theory and Freire's (1972) critical pedagogy theory. These two learning theories are crucial in curriculum evaluation and development as they reinforce content knowledge in practical situations. The literature reviewed enabled the researcher to get an overview of juvenile correctional education systems in other countries, link it to the Zimbabwean case, thus providing guidelines for a robust evaluation of the TVET curriculum for the selected juvenile offender training centre which culminated into a stakeholder needs assessment and recommendations. The research questions guided the literature review to understand the following issues:

- the current status of TVET programmes for incarcerated juveniles in a selected training centre in Zimbabwe;
- the existing skills and education framework within the Zimbabwean correctional training centres in comparison to those from selected first world countries;
- the content, pedagogical practices, skills, and assessment requirements of a new curriculum framework;
- additional support strategies that can be used to successfully implement the TVET curriculum framework in the correctional training centres so that they will be in tandem with proposed curriculum reforms in Zimbabwe educational mainstream; and
- an evaluation methodology for an educational curriculum for the selected correctional training centre.

The public has often viewed correctional training schools as prisons for young offenders (Dubin, 2012). This implies that the communities see the whole process of rehabilitation as punishment oriented. Burrell and Warboys (2000) observe that juveniles are never sent to these institutions unless their homes are unsatisfactory in some ways. In some cases, the 'home' may be non-existent, hostile and maybe overprotective or over-vigorous in control. Poor socio-environmental

factors which include child neglect, physical neglect, and educational neglect, physical and psychological abuse can contribute to a juvenile's placement in an institution. These non-offending juveniles in correctional training centres are referred to as 'care and protection juveniles'. Cox, Visker, and Hartman (2011) added that a juvenile in some cases could be incarcerated in an institution because of being in conflict with the law. The correctional training centre will then offer intermediate sanctions to the offender, coupled with skills empowerment based upon a well-crafted TVET programme. This, it is believed will serve as another interlocking supervision mechanism that improves the overall diagnosis and prognosis of offender reintegration.

The focal point of this literature review is to evaluate the TVET curriculum which is being offered in a selected juvenile correctional training centre in Zimbabwe by highlighting evidence-based instructional practices that are effective, documented and successful in other countries. Implications regarding how these practices may apply to the Zimbabwean situation are presented, and suggestions for evaluating the effects of such methods are proffered. Gaps in the extensive review are also identified.

2.2.0 Theoretical Review of Literature

2.2.1 Definition of Curriculum

The term, curriculum, has its origins in the Latin word *curere*, which means 'to run'. Curriculum came to mean a racing chariot or a racecourse. It is seen today as a course of study or an educational track (McCutcheon, 1982). It is in this line of thinking that Morris (2009) defined a curriculum as an educational racetrack on which learners' move guided by their mentors. A rather broad and more salient definition is articulated by Doll (1992) who perceived curriculum as the formal and informal content and the process by which learners acquire knowledge, master skills, develop positive attitudes and values under the umbrella of a school system. This broad definition encompasses formal and informal education, skill acquisition, and beliefs and other aspects of the hidden curriculum. Gough (2013), on the other hand, viewed curriculum as an articulation of knowledge, skills and attitudes in the context of intentional and organized programmes of study.

From the various definitions of the term curriculum, there is consensus that a curriculum consists of an intended, planned, and systematic pathway to learning that which constitutes the learning content and are learner-centred. Traditionally, the educational curriculum was centred on the acquisition of knowledge, but today, the formal school curricula embrace a more global view focusing on competency development and aspects of informal education (Gough, 2013). Competency refers to the learners' needs regarding the ability to mobilize their knowledge, skills, and attitudes independently and creatively to address different challenges and to solve problems effectively (Nixon & Williams 2014). Informal education systems, on the other hand, are those experiences outside the formal process of the school focusing on the personal development of the individual concerning preparation for the role as a citizen of a country. Finch and Crunkilton (1993) observe a close relationship between education for life and education for earning a living, as illustrated in Figure 2:1. These authorities propose a curriculum shift from the unilateral provisioning of skilled careerists towards the enhancement of human possibilities. To cement this relationship, career educators are therefore called upon to help learners find meaning and hope in a profession by pointing out its options for being a sphere of consequential leisurely activity

Finch and Crunkilton (1993) illustrated vital elements of an educational curriculum that cater for the cohesion and consistency of the planned educational activities. From this illustration, one can, therefore, view an educational curriculum as a sum of all learning experiences and opportunities that are provided to learners in the context of formal and non-formal education.

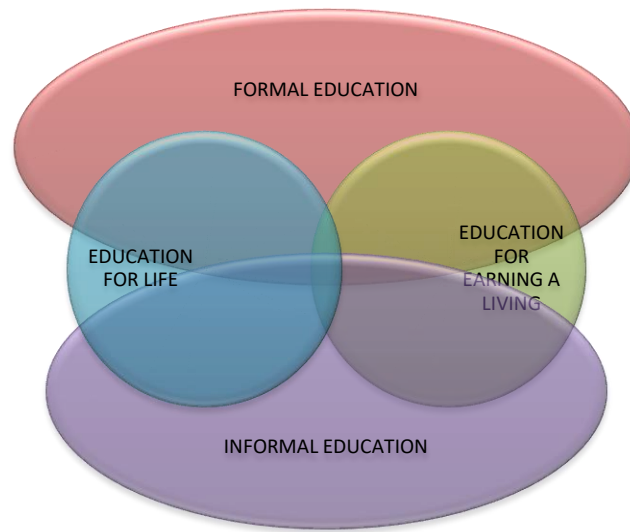


Figure 2.1: A Working Definition of Curriculum.

Source: Finch and Crunkilton (1993 p.8)

The key phrases worth noting in the descriptions given by several authorities cited cover the following key aspects that shall be the focal points of the curriculum evaluation exercise:

- that which is taught within a school system;
- a set of subjects;
- learning environment;
- content;
- resources and material used in the instructional process;
- performance objectives and
- what learners experience because of schooling.

These key evaluation areas should uphold the following principles as enshrined in the Zimbabwean national educational vision and mission: inclusivity; lifelong learning; gender sensitivity; respect (*ubuntu/unhu/vumunhu*); responsiveness; diversity; accountability and transparency (MoPSE, 2014).

Most of the correctional training centres in Zimbabwe have adopted a curriculum that is dominated by practical subjects. The whole aim is to teach psychomotor skills necessary for the learner to embark on self-help projects after serving his/her time. The curriculum is, therefore,

one of the central pillars of the education system and an evaluation of the curriculum must be carried out consistently to ascertain its relevance to the needs of the beneficiaries. Perry and Tor (2008) view an educational curriculum as one of the essential drivers of the country's socio-economic development. Given its importance in terms of personal and societal development, a curriculum is often viewed as the hub of any education system. In the context of this study, the educational curricula offered in various correctional training centres in Zimbabwe must, therefore, be in accord with educational reforms envisaged by the Ministry of Primary and Secondary Education (MoPSE). In its 2011 to 2015 medium-term plan, MoPSE recommended regular formative evaluation of all educational curricula to meet individual attributes, societal and economic needs and future challenges (MoPSE, 2014).

According to Kocer (2013) and Madondo (2017), a good curriculum should address the following key questions: why learn? What to learn? How to learn? How well to learn?. This study will focus on the critical issues to unpack the nature of the TVET curriculum offered to juveniles at the selected correctional training centre. It will ascertain whether the curriculum is in tandem with critical national educational curriculum aims which focus on patriotism, self-respect, life skills, personal development, embracing ICT and e-learning, critical thinking, creativity, problem solving and environmental awareness issues (MoPSE, 2014).

Depending on how the term curriculum is defined, the focus of the curriculum evaluation includes curriculum design, instructional process, learning assessment, available resources and materials used in the instructional process. The whole evaluation process shall also look at issues to do with adequacy as well as the provision of required teaching resources. Other aspects of evaluations, such as the general school organisation and provision of other services that are important to the evaluation process, will not be addressed in this study.

2.2.2 Technical and Vocational Education and Training (TVET)

The term Technical and Vocational Education and Training is a slippery one. It refers to no single, easily described process, but rather to several separable but sometimes related processes

(SADC, 2013). Despite different meanings of the term, there is perhaps a central core of shared purpose offered by various authors. SIDA (1988) and Nherera (2018) take TVET to mean a curriculum change in a practical or vocational direction. UNESCO (2012) shares the same sentiments. For this study, TVET shall mean education and training that focuses on training the mind, the heart and the hand for the trainees to be able to be innovative entrepreneurs and be able to respond to the developmental needs of a nation (Sharma & Naisele, 2008). Similarly, SADC (2013) refers to TVET education as that form of education which aims to equip participants with practical skills, know-how and understanding that facilitate their entry and performance in the labour market. It also implies lifelong learning and preparation for responsible citizenship (Ayomike, 2016; Nherera, 2014). These definitions highlight the importance of the acquisition of practical knowledge, skills and attitudes in any training offered by TVET providers.

TVET education is viewed as the key to any nation's development process and can be used as a conduit to transform the world and the economy, alleviate poverty through various self-help initiatives, save the environment and improve the quality of life (UNESCO, 2012). This education system encompasses a diverse array of programmes and activities. Its emphasis is on skills empowerment extending beyond schools and workplace enterprises to community-based non-formal education systems and correctional education systems. TVET education is credited in numerous correctional education systems for its life-long learning and reduction of unemployment, thus improving the quality of living for ex-offenders. TVET is regarded as the bedrock of the curriculum in most of the correctional training centres. Given the above, UNESCO indicated that a systematically crafted TVET curriculum should, therefore, be data-based, dynamic, explicit in outcomes, student-oriented, future-oriented and world-class focused.

Imel (1990) proposed that the TVET curricula in correctional training centres are expected to play a crucial role in keeping young people engaged in education and in providing pathways to skilled work and economic independence. Additionally, UNESCO (2012) observed that this type of training is used to support industrial growth by providing a highly-skilled workforce. The assumptions made by UNESCO (2012) and Nherera (2018) are that skills obtained from the TVET curriculum will not only increase one's occupational choices but also give a better fit

between education and labour needs. Oviawe (2018) observes that TVET is a form of education, training or retraining directed towards developing the juvenile offender to become productive in paid or self-employment. This implies that this form of education addresses the demands for the labour market, and the young offenders will thus not revert to a life of crime, as they will be gainfully employed. It is for this reason that most of the correctional training centres seem to have made this form of education the pillar of their curricula.

The extreme diversity of TVET education programmes is reflected in its curricula, pedagogy and management. In light of the unemployment crisis and skills mismatch between the labour market needs and training, it has been widely accepted that TVET education is a critical area of the national education systems. Boufard, MacKenzie and Hickman, (2000) argued that the capacity of TVET education systems to provide high quality and relevant training to students depends mainly on the quality of its teachers and trainers, and, by extension, on the quality of curricular. In Zimbabwe's correctional training centres the inclusion of a TVET based curriculum gives material security, personal identity and the chance for social integration and the eventual production of responsible citizens who are conscious of the need to preserve their environment. It was therefore imperative that this study evaluates the TVET curriculum of a selected correctional training centre to enable the juvenile offenders to realise these benefits and for the curriculum to be in accord with the labour market demands. This study focused on evaluating the TVET curriculum of a selected juvenile correctional training centre to establish a basis for a possible policy shift which may lead to a possible curriculum re-visioning to provide a springboard for the graduate offender to adapt to the laid down learning pathways for further education, fit into the community or can easily be absorbed into the labour market system.

2.2.3 The Influence of Educational Philosophy on Curriculum Development and Evaluation Approaches

The study of educational philosophy is critical because it plays a pivotal role in curriculum development, reform and evaluation (Peters & Tesar, 2015). Edger and Rao (2003) hail the focus on an educational philosophy in any curriculum evaluation exercise as it helps in shaping the vision, aims and content of any given curriculum. It helps to understand the world in which we live in general and to determine curriculum trends and decisions in particular. The study is

underpinned by two outstanding educational philosophies that are progressivism and reconstructionism. From each of these philosophies, certain key variables are to be adopted and fused into the final evaluation framework, thus reshaping the vision of the curriculum to suit current trends.

Doll (1992); Harper and Ross (2011); Hunkins and Hammill, (1994); Kelly (2009) and McCutcheon, (1982) concurred on the inclusion of TVET education in the correctional education systems and how the progressivism philosophy spurred it. According to Harper and Ross (2011), Progressivism has its roots in the teachings of John Dewey who emphasised that educational curricula should address the needs of learners in their out-of-school life, in their private lives and their future roles as workers. Dewey conceptualised vocational education as an enabling force that gives learners the power to choose their vocation in life. He viewed the school as a miniature democratic society in which learners can acquire psychomotor skills that are critical for self-help projects (Edger & Rao, 2003). The adoption of the problem-solving methods and scientific enquiry appeals to correctional training centre curricula designed to rehabilitate learners and give them a life chance. Progressivism is also centred on the belief that education should focus on the learner through active experimentation (Edger & Rao, 2003; Vrasidas, 2000). This, therefore, implies that the TVET curriculum for juvenile offenders should be based on the problem-solving approach with the content derived from student interests.

Reconstructionism is an education movement with more emphasis on society centred form of education. It advocates for a curriculum that takes into account societal needs (Fosnot, 2005). Reconstructionists believe in schools bringing improvement to society by addressing social and political problems (see: Doll, 1992; Harper & Ross, 2011; Hunkins & Hammill, 1994; Kelly, 2009; McCutcheon, 1982; Terwel, 1999). These authorities advocated for an educational curriculum that focuses on social planning, societal problems and community development. This study resonates closely with Kelly (2009) who also argues that an appropriately crafted TVET curriculum should have that symbiotic relationship with the community in which students will serve and that it must be responsive to changing values and expectations in education if it is to remain useful. From the selected educational philosophies that form the basis of this study one

can draw key variables which shall constitute the backbone of the evaluation exercise. The evaluation exercise shall, therefore, focus on whether the existing TVET curriculum:

- is responsive to the needs of the trainees;
- was developed through the efforts of critical stakeholders knowledgeable about the interests, needs and resources of the learners;
- reflects the needs of individuals and the society as a whole; and
- encompasses educational activities and services that meet the needs of the nation in general and communities in particular.

This approach to curriculum evaluation will address four underlying themes as propounded by Creed and Hennessy (2016) which are empowerment of participants, collaboration through participation, acquisition of knowledge and social change, summarised by Stake (1967) as Input (antecedents), processes (transactions) and the results (outcomes).

2.2.4 Provision of TVET Education in a Correctional Setting

Rehabilitation is encouraged to change the behaviour and cognitive thinking of inmates. Rehabilitation can be in the form of programmes ranging from the provision of TVET skills, general education, counselling and sporting activities. Several authorities (Cox & Carlin, 1998; Ega; 1987; Maposa & Madhlangobe, 2019; Mkosi, 2013; Zumpetta, 1988) concur that the provision of TVET education to institutionalised juveniles is primary and should meet the broad requirements of inmates. Whatever the needs of juvenile offenders are, the TVET curriculum should be so designed so that these trainees can successfully transition to their formal school settings and make appropriate gains.

The value of TVET education and training lies in the fact that it teaches ethical work habits, self-discipline and consideration for others. CIET (1999) posited that TVET education is regarded as crucial to achieving relevant and high-quality education for all, Education for Sustainable Development (ESD) and Universal Sustainable Development Goals (SDGs). Besides, Mathur and Schoenfeld (2010) observed that many authorities often hail a curriculum for a rehabilitation centre which is heavily biased towards the provision of TVET skills because of its great responsibility in teaching new skills emanating from globalisation leading to a reduction in cases

of recidivism. The correlation between TVET education and crime has been discussed in a comprehensive literature review by Cox and Carlin (1998). The literature supports Mathur and Schoenfeld's claim that TVET education inversely related to delinquency and crime. Other studies have shown that the potential for reoffending drops when students in correctional facilities seriously address their educational needs. However, there is no clear picture provided regarding the key concepts or elements of the TVET education warranting infusion into the content to change or modify behaviour. Although the evidence does not suggest that the provision of TVET education is a guarantee for non-recidivism, it most certainly represents a necessary condition for preventing juvenile offenders from returning to crime after graduating from their institutions.

Maposa and Madhlangobe (2019) expressed reservations over the nature of TVET programmes offered in most of the African correctional training centres in terms of quality, coherence, inclusiveness and innovativeness that appeared to be deficient in the curriculum provided in correctional training schools. They recommended timely correctional training centre curriculum reviews and constant formative curricula evaluations.

2.2.5 Youth Empowerment through Non-Formal Education Systems

In educational literature, the study of educational concepts often mentions formal and non-formal education. An analysis of these two education systems shall be done in an attempt to define their features, advantages, limitations and inter-relations in the Zimbabwean context. Werquin (2010) defines formal education as the hierarchically structured, chronologically graded education system running from primary school through university. Radhika (2017) and Sevdalis and Skoumios (2014) view Non- Formal Education (NFE) as any organised educational activity outside the established framework of the formal system meant to provide selected types of learning to meet prescribed learning objectives.

The Zimbabwean government introduced NFE to provide a second chance pathway to young people and adults who had dropped out of the formal education system for various reasons. The NFE operates under the purview of MoPSE that seeks to promote quality, relevant and inclusive education through well-crafted educational policies. Thus, most of the state-run correctional

training centres in Zimbabwe have adopted the NFE approach instead of the formal school system because it is less organized and structured. Additionally, the structure of the NFE system is suitable for the nature of their students, and the uniqueness of their training needs and the correctional centres, therefore, hope to draw maximum benefit from envisaged opportunities for job creation and development activities for its participants.

The distinction between formal and NFE is mainly administrative. Formal education is associated with a systematic, organised education model, which operates under a given set of laws and norms. Educationists (Cameron & Harrison 2012; Colley, Hodkinson & Malcom, 2003; Werquin, 2010) further observe that this form of education has a rather rigid curriculum as regards objectives, content and methodology. This structure of education is in accord with the observations made by Cameron and Harrison (2012) that in a formalised set up, teachers and students should follow a given programme with intermediate and final examinations being administered to determine whether the students can progress to the next learning stage under a strict set of regulations. Colley, Hodkinson and Malcom (2003) further observe that a formal education system is aloof from the real needs of the learners and the community.

NFE characteristics are visible in an education system endowed with a flexible curriculum and methodology and often address the needs of the learner. Werquin (2010) recognises four universally accepted features associated with NFE, namely:

- Relevance to the needs of disadvantaged groups;
- Centralisation on the student and his/her previously identified needs;
- Immediate usefulness of the education in terms of personal and professional growth; and
- Flexibility in organisation and methods.

It has undoubtedly been the argument of Rogers (2004) that NFE focuses on the interests of learners and that the curriculum focuses on the needs of the learners. Okano (2016) further observes that the curriculum in a non-formalised educational system is negotiated or can assume a 'bottom-up' set up focusing on youth empowerment. This will enhance the learners understanding of themselves and their world. Furthermore, UNESCO (2014) attested that NFE

caters for all age learners in a correctional setup and encourages individual growth, self-improvement through education, training, knowledge, skills acquisition and poverty reduction. Radhika (2017) warns that if the education offered by any institution following the non-formal system is without value for a student's life and fails to prepare the student to deal with daily problems, there is certainly bound to be some resistance by the learners that may lead to the demise of the whole training programme.

2.3.0 TVET in a Correctional Setting: An International Perspective

2.3.1 The American Experience

The United States of America has made tremendous strides in the field of juvenile correction. With more than 1.8 million inmates in jails, the correctional system has the daunting task of rehabilitating the juveniles and reuniting them with their communities. These training schools or reform schools have existed since 1846 (Keeley, 2004). Dubin (2012), who conducted a study on the US correctional education system, found that most of the juvenile delinquents came from disturbed home environments and had poor academic records at school. This, coupled with other societal disadvantages experienced by the juveniles, led to delinquent acts such as burglary, theft, robbery, drug use and sexual misconduct. A later study by Barton and Mackin (2012) extends Keeley's (2004) findings. The authors identified several characteristics of delinquent youths correlated with emotional disturbance and this included problems in school, limited access to the labour market, housing and healthcare, alcohol abuse in the family, low verbal intelligence and inadequate parental supervision. The causative factors are similar to those experienced in Zimbabwe and other African countries (De Gabriele, 2001; Mokoteli, 2005). The solution to the problem of juvenile delinquency lies in the success story of one of America's state training centres dubbed the Missouri model.

2.3.1.1 Educational Services in US Juvenile Correctional Institutions: The Missouri Model

Generally, educational services for youths in confinement vary from state to state. The success story of the Missouri State is worth highlighting. Missouri State is highly credited for its functional curriculum in juvenile correctional education systems. Mendel (2010) defines a functional curriculum as the one that meets a student's individual needs. Missouri's youth

correctional model is epitomized by its focus on serious development of academic, TVET and communication skills education. Attention is also on new social competence to acknowledge and solve personal problems.

TVET education is an essential component of the functional curriculum, coupled with remedial reading and computational skills (D'Angelo, Brown & Strozewski, 2013; Mendel, 2010; Quan-Baffour & Zawada, 2012). TVET classes are available to all youths regardless of prerequisite academic skills. Also, Quinn (2013) observed that correctional education programmes usually operate on a year-round basis, and teachers have less vacation time than their counterparts in public schools. Lane, Turner, Fain and Senegal (2005) who conducted a study on incarcerated youths in United States training centres identified high mobility and an indeterminate amount of time juveniles spend in these facilities as significant impediments to proper skills training and educational programming.

The Missouri model, however, thrives on excellent links between the juvenile courts, correctional schools, and the educational mainstream institution where records of an offender's past school performance are easily accessible. The files play a pivotal role in linking correctional education programmes to the student's previous public-school programme. The transition service, therefore, forms the foundation of the nature of the TVET programme to be studied. Besides, D'Angelo et al. (2013) and Lengvinas (2010) observe that Missouri State has educational programmes that adequately meet the needs of adolescents. The institution is accredited by the Missouri Department of Elementary and Secondary Education, and it attracts high numbers of qualified personnel. An extension of the research on incarcerated youth by Mendel (2010) discovered that Missouri institutional schools were closely linked with the business community that provides work-based training to juvenile offenders. The movement of juveniles from training centres to serve in communities (reconstructivism) is well coordinated by institutional staff, families, probation officers and educators.

In addition to the skills-based curriculum, which is dominant, Mendel (2010) observed that most of the students in correctional education centres had positive experiences with teachers and the education process because of the small class sizes and empathy exhibited by teachers. Another

area worth noting is the incentive structure within many juvenile institutions in the Missouri State. Students are credited for exhibiting good behaviour, attending classes regularly, and these contributed to an earlier release. In this way, students were more likely to apply themselves to studies as some institutions awarded certificates of achievement in the end (Lengvinas, 2010; Quan-Baffour & Zawada, 2012).

Missouri State thrives on functional assessments, functional instruction and collaborative linkages among schools and aftercare programmes. The Missouri model has adopted the portfolio, which is a new and revolutionary form of student assessment developed to highlight what students can do with their knowledge (Lam, 2018). Grace (1992) defines a portfolio assessment as “a record of the child’s process of learning: what the child has learned and how she goes about learning; how she thinks, questions, analyzes, synthesizes, produces, creates and how she interacts intellectually, emotionally and socially with others” (p. 1). This form of assessment requires students to demonstrate, explain or construct a project or experiment. Macomber et al. (2010)’s study on correctional education programmes in Connecticut, highlighted the adoption of what he termed a functional instruction in the curriculum implementation process. This is a replica of Freire’s emancipatory approach to learning based on critical reflection and critical dialogue between the teacher and the student. The praxis-oriented approach serves as the cornerstone of the curriculum where learners are exposed to life and work learning contexts through life skills, vocational skills and entrepreneurial programmes.

In the context of this study, many key curriculum issues have been highlighted. Firstly, the trajectory of education in Missouri includes a curriculum specifically tailored to equip the learner with necessary knowledge, skills, norms, values, cultural elements and beliefs. Secondly, the idea of introducing internship, where the industry collaborates with the correctional training centre by offering training sessions to inmates and upgrading the teachers’ skills by exposing them to modern technology and the adoption of formative portfolio-based assessments as opposed to summative assessments. The idea of involving juvenile offenders in community projects where offenders do community work is beneficial to the community in general and provides long term benefits to the learners in terms of rehabilitation and reintegration is worth

mentioning. Besides, the education system is based upon enabling competencies designed to mould intelligent individuals who can fit into the current and future world of work and community development. Finally, the adoption of child-centred and research-based modes of instruction need serious consideration in the evaluation of the TVET curriculum for the selected correctional training centre.

2.3.1.2 The TVET Curriculum in Australian Juvenile Correctional Services

The National Strategy guides the TVET education in Australian juvenile correctional training centres for Vocational and training for offenders (ANTA, 2001) whose vision is to make TVET education an integral component of offender management (Cox & Carlin, 1998). Although TVET systems in Australia differ from state to state and are delivered at different levels in different types of correctional institutions. The programs are guided by the same objectives which include improving pathways to vocational education and training, promoting links between offender education and training, promoting employment opportunities through close ties with the industry and client-focused practice (Borzycki & Baldry, 2003; Mendes, Snow, & Baidawi, 2014; Mkosi, 2013). An outstanding feature of the correctional education system in Australia is that the TVET curriculum provided by the industry offers its facilities and instructors. The main aim of the Australian multi-skilled approach to TVET programmes is to avoid narrow specialization, encourage learners' ability to adjust and to increase their desire to learn more. Juvenile offenders have a more comprehensive range of courses to choose from. Some of the ordinary trades on offer include Appliance Repair, Audiovisuals Equipment Repair, Auto Body Repair, Auto Mechanic, Barbering, Building Maintenance Cabinet Making – Woodworking, Carpentry, Commercial Art, Commercial Photography, Computer Equipment Repair, Cosmetology, Construction Cluster/Drafting, Meat Processing, Plumbing, Tile Setting, Upholstery and Welding.

Educational researchers in Queensland (Marsh, Evans, & Williams, 2010; Mkosi, 2013; Pitman & Tregambe, 1997; Semmens & Oldfield, 1999;) concur that juveniles involved in TVET education program do not usually return to custody and they, therefore, recommend the development, introduction and enhancement of a wide range of vocational, educational and

psychological programs in correctional institutions to help reduce recidivism. Research conducted by Giles, Lee, Allan, Lees, Larsen and Bennett (2007) on the role of education and training in prison to work transitions revealed that the success story of correctional services in Queensland could be attributed to several factors. For example, the practice of risk assessment which allows for the identification of the most appropriate education and training programs for offenders; the introduction of a modular-based training to suit different periods of incarceration and availability of training infrastructure.

Callan and Gardner (2007) analysed the factors facilitating the provision of TVET education in Australian correctional training centres and the following were seen as key:

- a) the existence of a correctional policy prescribing programs available to certain types of prisoners and guidelines on the management of TVET programs;
- b) the introduction of the module by module approach which gives centres the leeway to select modules to suit juveniles' needs.
- c) The symbiotic relationships between TVET staff, trainers and learners were seen as a positive development to the success of the programmes. Learners were treated with respect, not patronized, and trainers were seen to be supportive of learners. An exploration of these critical factors in the Zimbabwean context is of paramount importance as it could provide an essential foundation for evaluating and refining the role of teachers and students in Zimbabwean correctional training centres.

2.3.1.3 Role of Industrial Internship in the Curriculum System

Gagnon, Houchins, and Murphy (2012) conducted research on current Juvenile Corrections Professional Development (JCPD) and the effect of industrial experience on offender behaviour. Results indicated that industrial experience for the inmates positively affected inmate conduct within the correctional environment. Results of their study were adopted by many juvenile training institutions where TVET programmes are specially tailored to expose the juveniles to the world of work through internship

An industrial attachment or internship is a structured, work experience in a professional work setting during which the youth applies and acquires knowledge and skills. It refers to the formal

placement of trainees in the workplace to facilitate the attainment of specific learning outcomes. The exercise involves the application of learned skills in an organisation related to the trainee's TVET area of study. Practitioners in the field of education for correctional institutions (Brody, 2001; Choy & Haukka 2009; Mendel, 2010; Menihan, 2015) added to the body of knowledge by focusing on the merits of work placements as part of the rehabilitation and youth empowerment programme. They concur that work placements provide a vital linkage between the juvenile training institutions and industry and that the internship provided opportunities for experiential learning through which students can:

- improve their career awareness and ability to self-select;
- be motivated for further study after exposure to workplaces;
- develop hands-on experience in the world of business and its intricacies;
- develop entrepreneurial skills;
- test their theoretical tools and experience the culture of working life.

The concept of the internship was considered in the evaluation of the current TVET curriculum as a possible solution to inmate idleness. Also, other authorities (Dirkx, Kielbaso, & Corley, 1999; Keeley, 2004; Mendel, 2010, Quan-Baffour & Zawada, 2012) concurred that this model has a twofold benefit whereby the programme prepares inmates for jobs upon release at the same time realising a reduction in the cost of incarceration by adopting such self-sustaining operations. Choy and Haukka (2009) indicated that experts from industries should accept more collaboration to provide the desired training. They should assist correctional training centres in evaluating and reviewing their curricula. From the literature reviewed, it has been discerned that the issue of the internship has however not received attention, coherence or proper coordination at policy levels despite the recorded benefits to the correctional training centres in general and offenders in particular.

The idea of involving correctional training centres in improving societies by addressing existing socio-political problems has multiple benefits. In Missouri, youths were afforded a platform to learn new trades, and the elderly benefited from the new houses (Mendel, 2010). Community programmes, as part of the curriculum for juveniles, foster positive relationships between the

communities and the inmates thus solving the issue of community resistance when it comes to the integration of ex-offenders. Garfinkel (2010) observed that this also prepares the juvenile offenders to re-enter society with practical skills and viable work ethics, thus reducing the “revolving door” syndrome so characteristic of the juveniles in training institutions. In addition, Brodus (2001) and Garfinkel (2010) found that parental involvement as partners in the education and rehabilitation process was highly valued in Missouri, rather than keeping families in the terraces and treating them as the source of delinquent youth problems.

Despite the recorded Missouri and Queensland success stories, there is still debate by researchers worldwide over the effectiveness of institutional training programmes in reducing negative impacts of being imprisoned and whether human capital can indeed be built among juvenile offenders. Results of numerous studies (Cox, Visker, & Hartman, 2011; Menihan, 2014; Sickmund, 2002; Steele et al., 2016) centring on this contentious issue have been mixed.

From the extensive literature reviewed, it has been noted that much of the research on correctional discourse focuses on other areas, for example, juvenile delinquencies, penology and criminological aspects. However, the researcher noted that very few studies had been conducted focusing on curriculum evaluations and reforms in juvenile correctional training centres from an African perspective. Another critical gap pointed out in the available literature is the non-availability of extensive research focusing on success stories of correctional education systems in African countries. In addition, very few studies have been conducted focusing on skills training of juveniles in correctional environments and designing of programs for delinquent youths. It remains a matter of grave concern therefore that there appears to be lack of an inclusive research-based juvenile model worth referencing yet inclusive education involving juvenile offenders in the formal education system remains a topical issue in educational circles.

2.4.0 Juvenile Correctional Systems in Zimbabwe

In Zimbabwe, the Department of Child Care and Protection Services that fall under the Ministry of Public Service, Labour and Social Welfare administers the rehabilitative aspects of juvenile offenders. The rise in cases of juvenile delinquency in Zimbabwe has its origins in the breaking down of the traditional family structure and a rural to urban drift, which led to a severe shortage

of accommodation leading to the creation of numerous slums and squatters. The emergence of these slums led to a notable increase in the cases of juvenile delinquency.

2.4.1 An Overview of the State-run Correctional Training Centres in Zimbabwe

Zimbabwe has six correctional facilities or homes for juveniles in conflict with the law. Some of these homes also cater for the destitute. Table 2.1 summarises the national enrolment, location, abscondment and cases of recidivism in state-run correctional training centres as of June 7, 2016.

Out of the six correctional facilities, three are categorized as training centres and not homes because of the structure and nature of curricula, which they adopted. These are Northcot correctional training centre, Kadoma correctional training centre and Luveve training centre for girls. These centres were created to keep juveniles out of prison, hence preventing them from associating with adult offenders. In addition to the detention aspect, which is a form of punishment, the institutions have a massive task of providing character reform through counselling, acquisition of TVET skills and education.

The training and counselling are done to prepare the juveniles for productive and independent lives after discharge. In these institutions, the ages of the offender entering and leaving incarceration fall in the following scenarios:

- conviction as a child and released as a child at 14-17 years;
- conviction as a child and released as a juvenile at 18-21 years;
- conviction as a child and released as a young adult at 21-25 years; and
- conviction as a juvenile and released as an adult at 25-30 years.

From the given historical perspective, it is clear that correctional training centres are not penal institutions though they receive delinquent juveniles who have been convicted for criminal offences by the courts of law. The inmates are always discussed in terms of unmet needs. These treatment institutions, though diverse in their philosophies and origins, are united by a need to find more successful ways of helping the maladjusted children using TVET education as the backbone to their curricula.

Table 2.1: Enrolment, Abscondment and Cases of Recidivism

Correctional Training Centre	Province	Location	Capacity		Current Enrolment 2019		Abscondment June 2016		Recidivism Cases June 2016	
			M	F	M	F	M	F	M	F
Mutare Probation Hostel	Manicaland	Urban	36	0	23	0	0	0	0	0
Northcort Training Institute	Harare	Peri-urban	28	27	25	20	6	0	1	1
Kadoma Training Institute	Mashonaland west	Peri-urban	126	126	34	8	0	1	0	0
Percy Ibbotson Probation Hostel	Bulawayo	Urban	36	0	28	0	1	0	0	0
Luveve Training institute for girls	Bulawayo	urban	0	48	0	29	0	2	0	0
Blue Hills probation hostel	Midlands	urban	60	0	39	0	0	3	0	0
TOTALS			286	201	149	57	7	6	1	1

Provisions of a technically biased curriculum and individual psychotherapy with the juvenile are integral to the whole system of rehabilitation (Ministry of Labour and Social Welfare, 2010). Correctional trainers are expected to design programmes that meet the needs of inmates in such a high security-learning zone where the environment is not conducive to easily attain goals and objectives of such specialized education and training. The general training centre routine involves TVET lessons for the more significant part of the day followed by academic classes, moral talks and counselling. The training centres have facilities for the following trades: Metalwork, Woodwork; Bricklaying; Pottery making; Plumbing; Painting; Welding; Catering;

Cooking; Dairy farming; Poultry farming (Maposa & Madhlangobe, 2019). The courses on offer vary from institution to institution depending on the availability of staff and availability of infrastructure.

Maposa and Madhlangobe (2019) sum up the critical functions of correctional training centres in terms cultivating a culture of work ethics as they make restitution, maintaining the institution and conforming to work ethics and finally providing educational programmes targeted at empowering and rehabilitating them.

2.4.2 The 1999 Zimbabwe Presidential Commission of Inquiry into Education and Training (CIET) and its Implications on Correctional Training Centre Education

The Presidential Commission of Inquiry into Education and Training (CIET) erroneously known in academic circles as the Nziramasanga Commission (1999) embarked on aggressive steps to redress the inequalities that existed in the past colonial era. A notable observation noted by CIET (1999) was the low uptake of the TVET subjects by the so-called brighter students reserving it for the marginalised student or school dropout who would have been excluded from mainstream education for various reasons. Notably, very few young people with the means and the capability to continue in the mainstream academic culture freely chose the TVET subjects. This negative attitude was attributed to TVET's historical and poor image as being the "poor cousin" of mainstream education (Zvobgo, 1994). This key observation sowed seeds of negativity towards practical subjects since these subjects were traditionally reserved for the so-called dull students, and the whole curriculum was tailored to create a reservoir for cheap labour for the colonial system. The mass resentment for practical subjects was extended to the inmates incarcerated in jails or correctional training centres which also wanted to do white-collar jobs upon release (Zvobgo, 1994).

CIET (1999) set of critical recommendations for future curriculum reforms across the board highlighted the need for the following:

- The shift from content-based and exam driven curriculum to competency and skills-based curriculum;

- Redrafting of a curriculum capable of moulding upright citizens equipped with skills relevant to the 21st century knowledge society;
- Prioritise TVET education to stimulate intellectual and technical growth of learners to make them productive members of the community as they grapple with the demands of industry, agriculture and commerce;
- Crafting of a curriculum leading to the production of graduates imbued in a Zimbabwean cultural context of *unhu/ubuntu/vumunhu*.

Ubuntu is an Afro-centric perspective of life and work. It is a way of inculcating the spirit of social cohesion through collective worldview, shared orientation, collective responsibility and mutual empowerment in moulding citizens (Johnson & Quan-Baffour, 2016).

Since the Government of Zimbabwe commission of enquiry of 1999, there have been various significant changes on the Zimbabwean national landscape notably: the national agrarian land reform, crafting and adoption of the Zimbabwe Agenda for Sustainable Socio-economic Transformation (ZIMASSET, 2013), and a new constitution (2013). These massive changes underscored the need for curriculum evaluation and review across the board that envisioned the production of a competent and polyvalent workforce equipped with practical skills, entrepreneurial skills and orientation that are essential for employment, better livelihoods and national development (MoPSE, 2014). In this study, CIET's (1999) recommendations will be part of the framework for the TVET curriculum evaluation exercise.

2.4.3 Challenges in the Implementation of the TVET Curriculum in Correctional Training Centres

The study situates TVET training as one vital response to the problems of the juvenile justice system, as well as a tool of empowerment for youth caught up in an unjust socio-political system. The evaluation model for this study drew lessons from selected successful models. The marginalised adolescents in Zimbabwean correctional training centres have multiple needs and challenges; require training that will provide them with not only skills for work but also skills for life and livelihood opportunities. It was therefore imperative that the study also take cognisance of the challenges faced by correctional training centres in the Zimbabwean context and the nature

of relationships with the industrial sector in terms of curriculum evaluation, development, and implementation

TVET education has been cited as the bedrock of the rehabilitation system in correctional training schools. The aim of introducing a curriculum with a strong bias towards TVET is to help juveniles with skills to sustain themselves through self-help projects. Maposa and Madhlangobe (2019) and Mokoteli (2005) observe that the current TVET system in correctional training schools is inadequate to address the employment needs of the graduates. Outstanding also, as Smeets (2014) and Rupande and Ngoro (2015) observed, is the mismatch between the skills being developed by the training system and the expectation of the labour market. Ozdemir (2010), in a study, focused on characteristics of academic programmes serving incarcerated juveniles in Turkey, established the mismatch between technology used to train inmates and that used in the market. The observed mismatch was attributed to the inadequate collaboration between TVET institutions and industries. Besides, teachers were also found to have outdated knowledge of the subject due to insufficient or non-existent internship programme (Bakah, Voogt, & Pieters, 2012; Mkosi, 2013).

A significant number of researchers have conducted research focusing on correctional education (Brody, 2001; Callan & Gardner, 2007; Garfinkel, 2010; Johnson & Quan-Baffour, 2016; Rupande & Ngoro 2015) concur that yesterday's correctional pedagogy has failed to educate delinquent youth for today's world and the authorities have therefore called for a paradigm shift guided by modern trends and the demands of the labour market. Other authorities (Bouffard, MacKenzie, & Hickman, 2000; DE Gabriele, 2001; Geib, Chapman, D'Amaddio & Grigorenko, 2011; Hrabowski & Robbi, 2002; Ozdemir, 2010; Smeets, 2014; Steele, Bozick, & Davis, 2016) observed the following as common challenges contributing to the demise of TVET curricula in correctional training centres:

- the system curricula which fail to address the employment needs of the learners;
- inadequate infrastructure; and
- obsolete machinery and outdated course outlines.

Bouffard, Mackenzie and Hickman (2000) noted that the curricula in all the training centres lack the entrepreneurial flavour that is the foundation for self-sustenance. Moody (2003) and Mathebula (2014) further observed that most of the TVET training centres have inadequate material resources for the implementation of TVET courses in addition to dilapidated facilities and minimal space for practical activities compounding to the problem.

Furthermore, De Gabriele (2001) and Mathebula (2014) found out that the current brain drain attributed to the worsening economic situations in developing countries is not sparing training centres in terms of curriculum implementation. These researchers observed the absence of internship, which is a crucial component for both teachers and juveniles in the correctional training centres. This notion was further explored by Maposa and Madhlangobe (2019) who observed that industrialists were not often consulted in the construction of the curricula in use in correctional training centres.

Close collaboration between the correctional training centres and the labour market is essential in aligning the curriculum with requisite skills needed in the labour market. The active engagement of the industry through work placements and the design of training programmes are crucial for the success of the rehabilitation programme. The TVET programmes have not been given due importance in correctional training centres because of several factors, including the prevailing image of TVET as a second choice, government's prioritisation of public primary and secondary education at the expense of correctional training centres.

2.4.4 Background of Curriculum Development for Juvenile Offenders in Zimbabwe

2.4.4.1 Types of Curricula

Many scholars (Acedo, 2013; Knowles, Waller, Eiser, Heller, Roberts, Lewis, & Price, 2006; Kocer, 2013) writing on curriculum studies have come up with different types of curricula the common types being:

- Written/intended/official curricula which are usually written down in documents such as curriculum frameworks, syllabus, textbooks and other learning materials;

- Applied /implemented curricula are that which results from school and classroom; interactions and from interactions between learning environment and communities;
- The assessed curriculum is that which results from assessment outcomes;
- Learning/effective curriculum is that which constitutes what the learner acquires; and
- The hidden curriculum being a curriculum based on different values. It may or may not represent learning that was not intended.

When discussing possible curriculum evaluation, it is, therefore, prudent to take into account the different types or facets of curricula. An understanding of curriculum theory is critical since it provides a set of assessment tools for conducting a proper curriculum evaluation exercise. This study focuses on the official TVET curriculum in terms of the status and possible changes, as suggested by research participants.

2.4.4.2 Curriculum Systems and Models

The different facets of the curriculum are interwoven in a curriculum system. In contemporary methods of education, curriculum frameworks and syllabi are seen as an important means of setting the vision of curriculum planning. According to Georgescu, Mavhunga, and Murimba (2015), a curriculum system comprises of the following variables which are considered key in an official curriculum: the syllabus; textbooks; teaching guides; assessment tools and other learners' resources as summarized in Figure 2:2.

A curriculum model is referred to by Fraenkel and Coll (1969) as a synonym for a theory referring to a connection between certain curriculum variables, or it may be used to relate to the relationship parts or substantive elements in the curriculum process; objectives, content, method and assessment. Curriculum models can be classified as:

- Content-based where teaching and learning are focused on acquiring knowledge as in traditional curriculum;
- An objective-driven curriculum which pays more attention to the learning process and skills as influenced by educational taxonomies (e.g. Blooms);

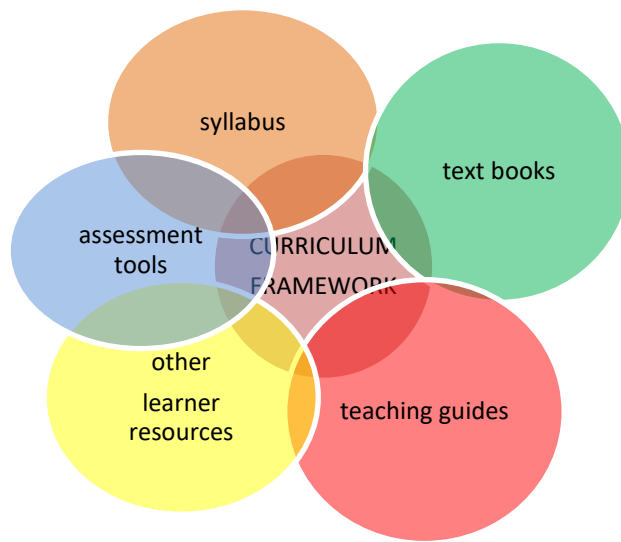


Figure 2.2: A Curriculum System.

Adapted from Georgescu et al. (2015, p.7)

- The process-based curriculum is based on interactive social and emotional pedagogics like group work, collaborative learning, and project work; and
- The competency-based curriculum is a very recent model which claims the need to foster competencies, attitudes and skills. It is a well-planned and structured document illustrating abilities, knowledge and understanding, learning strategies, assessment methods and intended outcomes of learning. The model is based on the application of problem-solving through independent and creative thinking and action (McCutcheon, 1982; Georgescu et al. 2015).

A number of curriculum specialists have drawn different curriculum models. From the various models, curriculum developers can select a model that suits a particular education system. Some well-known documented models include Tyler's' model of 1949. This model has four dimensions, namely: stating objectives; selecting learning experiences; organizing learning experiences and evaluation (Hall, 2014; Harper & Ross, 2011; Perry & Tor, 2008). Taba's (1962) model, on the other hand, had seven steps consisting of the following components: determining needs; formulation of objectives; selection and organisation of content; selection of learning experiences; organisation of learning experiences, and finally, evaluation (Goffin, 2000;

Harper & Ross, 2011; Perry & Tor, 2008). Although there appear to be some variations between Tyler and Taba's approaches to curriculum development, other models draw heavily from these technocrats. While many critics of Tyler and Taba appear to be urging modern scholars to disregard their models, I contend that in any curriculum evaluation, curriculum developers should address Tyler's four key areas that are: educational aims, educational experiences (content), teaching methodologies and assessment issues (Doll, 1992).

2.4.5 Evaluation for Improving Curriculum of a Juvenile Correctional Training Centre

Evaluation is an elastic word used in a variety of ways, sometimes with imprecise and overlapping meanings (Lawton, 1973). For instance, Prihatiningsih and Qomariyah (2016) defined curriculum evaluation as the process of collecting data, determining its value or worth and deciding whether to adopt, reject, or revise the programme. Kushner and Lai (2013) and Maravanyika (2018) demonstrated that a curriculum evaluation helps to identify a programme's weaknesses and strengths as well as implementation problems with the sole aim of improving the curriculum.

Ladyshefsky and Taplin (2015) suggested that curriculum evaluation is the formal determination of the quality, effectiveness, or value of a programme. Basing on different definitions of the term as propounded by various authorities, there is perhaps shared meanings in that curriculum evaluation involves data collection, analysis, comparison, decision making and judgment making practices focusing on the efficiency of an applied curriculum (Demirel, 2006; Sonmez, 2010; Taba, 1962; Tyler, 1949).

Although different authorities have different definitions of curriculum evaluation, all of them have a common denominator focusing on improving education. According to Stufflebean (2003), a curriculum evaluation is not to prove but to promote education and Cronbach (1963) asserted that curriculum evaluation was a fundamental part of the curriculum development, not an appendage. It can be concluded that the purpose of conducting evaluation research of any given curriculum is to measure the effects of the programme against the goals it set to accomplish. This culminates into evidence-based decision making about the programme and improving future programming. Within this definition are four key features worth noting: "to measure effects"

refers to the research methodology that is used, “the effects” emphasises the outcomes of the programme, rather than its efficiency or morale. The comparison of effects with goals stresses the use of explicit criteria for judging how well the programme is doing. The contribution to subsequent decision-making and the improvement of future programming denote the social purpose of the evaluation exercise.

According to Creed and Hennessy (2016), Doll (1992) and Kelly (2009), the following are the possible reasons which may prompt curriculum specialists to evaluate any given correctional educational curriculum:

- Expansion of knowledge and changes to the way we understand the world;
- New developments in society and economy including the labour market;
- The increased dialogue brought forward by globalisation;
- Challenges of sustainability;
- Changes in people’s living conditions and aspirations; and
- Changes in technology.

Educational standards need to be continually evaluated, and such evaluations should take into account the diversity and dynamic needs of specific groups of offenders. There is also a strong need to undertake the evaluation exercise to assess, the relevance of the programme content and the effectiveness of teaching and learning methods in relation to the needs of the learners. Several significant studies on juvenile correctional education systems (D'Amaddio & Grigorenko, 2011; Hrabowski & Robbi, 2002; Ozdemir, 2010; Smeets, 2014), concur that successful provision of youth programmes in correctional training centres are affected by;

- the institutional contexts within which they operate;
- issues to do with correctional training centre management which places a low priority on TVET education; and
- a hostile attitude by other staff towards services received by inmates in these programmes and cases of high illiteracy rates within the inmate population which have been highlighted by these authorities.

Although these issues may hinder the successful implementation of the TVET curriculum in these institutions, they are, however, not addressed in this study.

A curriculum evaluation exercise addresses the question of how learners are meeting the intended purposes of education. This provides a basis for evidence-based decision-making and policy formation regarding a particular programme. Decision-makers want to know how well is the programme fulfilling the purposes for which it was established; whether it should be continued, expanded, cut back, changed or abandoned? Excellent curricula have failed because of the failure to evaluate programmes. Aitchison (2012) laments the dearth of data or data poverty emanating from limited investment in research, documentation, programme monitoring and evaluation from his study conducted in five countries in Africa. This study focuses on evidence-based course improvement through an analysis of course objectives, content, assessment issues teaching methods and challenges being encountered.

Cronbach (1963) in his classic article entitled “Course Improvement through Evaluation” underscored the need to decide what instructional material and methods are satisfactory, to assess the state of instructional techniques and to identify aspects of a course where revision is necessary. The author emphasised the importance of evaluation for course improvement and strongly supported formative assessment as it contributes more to the improvement of education than summative (Cronbach, 1963). On qualities of an effective curriculum, Ladyshevsky and Taplin (2015) asserted that a high-quality TVET curriculum rests on the following key factors: an outstanding pedagogy coupled with effective teaching and learning strategies; articulation of tests and ‘hands-on’ performance assessment and mastery of essential competencies by trainees.

Ladyshevsky and Taplin (2015) summarise the importance of a curriculum evaluation exercise when they postulate that a functional evaluation should appeal to:

- the public who want to know whether the curriculum implemented has achieved its aims and objectives;
- teachers who are keen to know whether what they are doing is valid; and

- the curriculum planners or developers who want to know how to improve the curriculum product.

2.4.6 Stake's Countenance Curriculum Evaluation Model

Models for curriculum evaluation are used to provide a conceptual framework for designing a particular review and assist in defining the parameters, concepts and procedures of evaluation. Several experts in curriculum development and evaluation (Gullickson & House, 1983; Lawrenz & Keiser, 2004; Lincoln & Guba, 1985; Popham, 1975; Stake, 1975) have proposed different models describing how and what should be involved in evaluating a curriculum.

This study was based on one of the naturalistic and participant-oriented evaluation approaches that is the Robert Stake's Countenance Model of evaluation (Stake 1975). According to Lincoln and Guba (1985), Robert Stake's Countenance Model of evaluation that was introduced in 1967 is based on the adoption of naturalistic inquiry and promotion of participants (stakeholders) in determining the values, criteria, needs and data for evaluation. The root term of evaluation is value, and this refers to the scope of the ideals that a society, group or individual holds. Lincoln and Guba (1985) add that under Robert Stake's Countenance Model of evaluation, the evaluator portrays the different values and needs of all individuals and groups served by the programme. Robert Stake's Countenance Model of evaluation is a comprehensive structure focused on the improvement of accountability in this formative evaluation of a TVET curriculum for a selected correctional centre in Zimbabwe. The model is based on professional standards, is cost-effective and has been hailed for its applicability, authenticity, and accuracy and evaluation accountability (Ladyshefsky & Taplin 2015).

Stake's (1967) model consists of three evaluation stages, namely input (antecedents), process (transactions), and results (outcomes) (Wood, 2001). The antecedent is the state, which is present before curriculum implementation, and these are related to the outcome. Some specialists' curriculum evaluators use the term "entry behaviours."

Transactions are activities or lively encounters, forming the procedure of instruction. These are countless interactions between the trainees and their trainers, trainees with fellow trainees, or simply put the succession of engagements, which comprise the process of education. Outcomes,

as a body of information, are the end- products or the results of the curriculum implementation process. These include measurements of the impact of instruction on trainees, effects of the learning environment, application of knowledge and skills by the learner to new situations. Outcomes depend on antecedent conditions and transactions, and this is very important for the programme improvement through an evaluation process. According to Stake (1967), the complete description and judgement of the programme are two primary operations or countenances of an evaluation.

According to Robert Stake (1967), the countenance model of evaluation should judge the goodness of fit of the curriculum to an existing school programme. Using this model, the researcher established whether antecedents, transactions and outcomes for the curriculum were consistent with the available resources and perceived goals of the institution as illustrated in Figure 2.3.

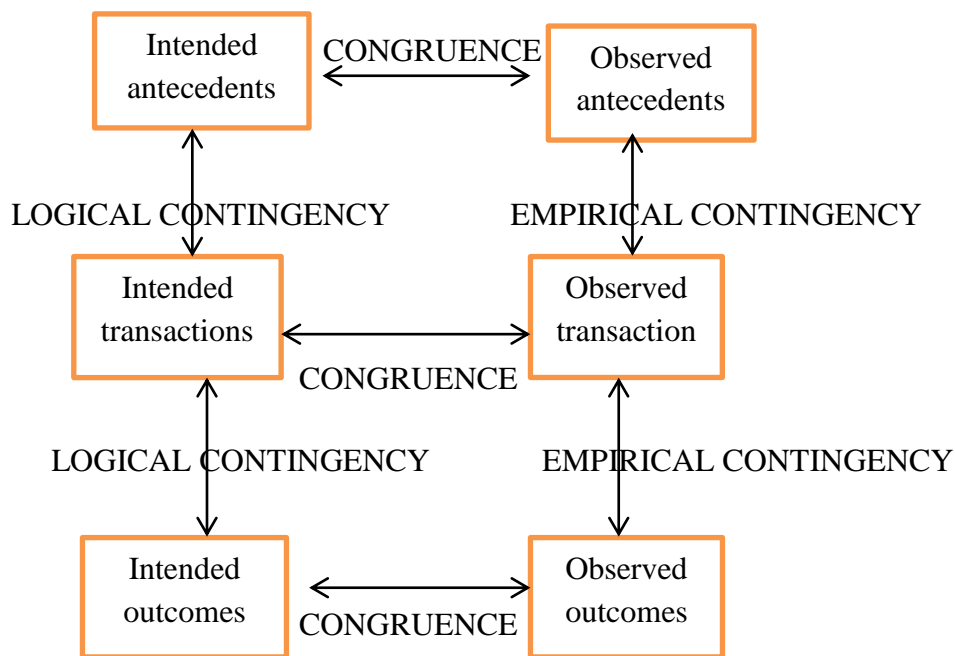


Figure 2.3: A Representation of Descriptive Data Processing Using the Countenance Model of Evaluation.

Adapted from Stake (1967, p.533)

The TVET curriculum evaluation for the juvenile offenders in a selected correctional training centre was conducted on three orientations as propounded by Stake (1967). First was the curriculum document (antecedents) where evaluation focused on the evaluation of the components and sub-components of curriculum documents. From the documents, the following key aspects were analysed: the rationality of the content; vision; mission; objectives; competencies; materials; credits; and assessment. Some elements of the Tyler Model (1949) have been adopted in the documentary SWOT analysis. Through the proposed document analysis, the researcher looked at consistency among objectives, learning experiences, and outcomes as propounded by Tyler (1949). Tylers' (1949) four fundamental questions which formed the backbone of the documentary were translated to a simpler model within the adopted Robert Stake's Countenance Model referred to as the objectives-content-organisation and method evaluation. In line with this model, curriculum objectives were checked in terms of their educational value and an assessment on whether they were in accord with the mission statements and organisational vision. In addition, the evaluation criteria considered issues to do with relevance, effectiveness, efficiency, significance, completeness and practicality.

Secondly, the curriculum implementation evaluation (transactions) was also examined. This involved the review of the curriculum in the implementation context where the following were evaluated: content; assessment issues and teaching methods. Curriculum implementation challenges were also raised. The third and final evaluation orientation was the curriculum evaluation outcome. This measured the success of the TVET curriculum in achieving its intended purpose. This was possible through interviewing graduates of that particular programme (Stufflebeam, 2003). The evaluation criteria embraced principles of relevance, completeness, efficiency, significance, effectiveness and practicality (Wood, 2001). In addition, clientele needs, problems, gains and opportunities were studied. The additional key questions which were part of the evaluation were to; find out whether the program achieved its intended targets; whether it handled the targeted needs and problems successfully; the challenges of implementing the program; and whether there were positive outcomes of the TVET curriculum (Stufflebeam, 2014).

Lincoln and Guba (1985) applauded the adoption of Robert Stake's Countenance Model of evaluation in educational curriculum evaluation because of its orientation to programme activities than programme intents and its appeal to stakeholder input in terms of programme successes and failures. Under this model, feedback from various stakeholders included the portrayals, testimonials and descriptions of individual input in the case study that was based on a small sample of those affected by the programme being evaluated. In the study, some key variables of the Context-Input-Process-Product (CIPP) model were adopted. These four aspects were relevant in the evaluation exercise since they covered all the processes related to the implementation of the curriculum. The idea of fusing some elements of other evaluation models was supported by Baturay and Fadde (2013), Creed and Hennessy (2016), Stufflebeam, (2014) and White (1971) who argue that there is no single process of curriculum evaluation. According to White, the four key questions to guide successful curriculum evaluation exercise should be:

- What needs to be done?
- How should it be done?
- Is it being done?
- Did it succeed?

These questions were addressed through the adoption of some variables of the CIPP model.

Champions of the Countenance Model of evaluation (Stake, 1975; Thanabalan, Siraj, & Alias, 2015; Wheeler 1967) hail it for its flexibility, use of multiple data collection techniques and its ability to direct the evaluator to the needs of those whom evaluation is being done. The Robert Stake's Countenance Model is principally a 'needs-oriented' approach for curriculum evaluation, and it involved the active participation of the trainee juvenile offenders and often calls for continuous communication between the evaluator and research participants to investigate, clarify and address issues.

Therefore, the model was suitable for the present study because the evaluation focused on the needs and long-term curriculum changes for juvenile offenders in the selected correctional training centre. Its main strengths were also in its on-going and comprehensive nature for

educational evaluation as well as capturing of the program context, its focus on the programme's long-term effects and sustainable development that met the situations and the aim of the present study. Many qualitative researchers hail the Robert Stake's Countenance Model because of its flexibility, subjectivity, interactivity with Siraj and Alias (2015) coining it as an emergent "school of evaluation".

Critics of the Countenance model of evaluation point out that the model lacks input from broader stakeholder groups because a narrow group of stakeholders are involved in the evaluation process (Creed and Hennessy 2016). On the contrary, the study was enriched and benefitted from the depth (not breath), and strengths of this model of evaluation coupled with the use of the qualitative research design and intrinsic case study mode of enquiry.

2.4.7 Curriculum Evaluation Process and Phases in the Curriculum Evaluation Process

This is an essential component of the curriculum cycle that entails an examination of the curriculum through the lenses of constructive criticism to determine the best possible links between curriculum vision and planning on one side and curriculum implementation on the other. Curriculum evaluation can be engineered at different levels. Albashiry, Voogt and Pieters (2015), Yang (2014) and Wheeler (1967) identify four fundamental levels of the curriculum evaluation process that are the *macro*, *meso*, *micro* and *nano*. The *macro* curriculum reform level refers to curriculum evaluation at national level; the *meso* is limited to curriculum evaluation at an institutional level such as planning and reviewing educational programs and courses. The *micro* review refers to the curriculum in action involving the teaching and learning activities, and the *nano* is an evaluation limited to student learning resulting from the actual teaching activities. This evaluation embraces the meso, micro and nano levels since it was observed that curriculum problems usually arise from gaps and inconsistencies between these levels (Albashiry, Voogt, & Pieters, 2015).

Curriculum evaluation is a critical step that requires resetting of the educational vision as well as the subsequent design of the curriculum to be implemented as illustrated in the cyclic model in Figure 2.4.

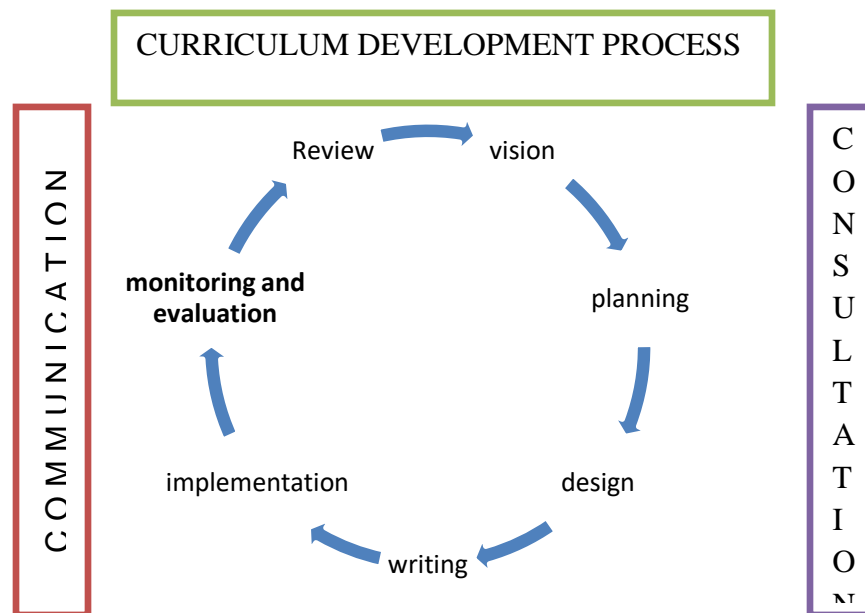


Figure 2.4: Stages of a Curriculum Development and Evaluation Process.

Adapted from MoPSE (2014, p. 24)

According to Acedo (2013), Botha (2002), King and Stevahn (2013) and MoPSE (2014) a curriculum evaluation process commonly follow four distinctively broad phases, which are:

- a) The preparation phase where stakeholders are engaged on the need for curriculum evaluation to redefine the curriculum vision, see whether the curriculum is in sync with the vision and to explore international trends which may be beneficial to the nation;
- b) Carrying out the evaluation where key educational stakeholders are involved inclusively;
- c) Producing a curriculum framework report based on findings and recommendations; and
- d) Taking action based on curriculum review outcomes. This phase implies redesigning or upgrading the curriculum and preparing new curriculum documents and materials to align the curriculum with the original vision it also covers monitoring and evaluation of the new curriculum to institute possible readjustments.

The first three key phases will be taken on board in the curriculum evaluation exercise, and the detailed procedural evaluation process as outlined in MoPSE (2014) handbook will also be adopted.

2.4.8 SWOT Analysis: A Management Tool for Evaluating Educational Programmes

According to Helms and Nixon (2010), the acronym SWOT, (Strengths, Weaknesses, Opportunities, and Threats) is now a widely used qualitative research tool that allows the use of strengths to realise opportunities and how observed weaknesses can be overcome through an analysis of internal and external environments in an institution's training programme. The SWOT analysis, therefore, offers a simple model for business organisations and educational institutions to self-evaluate basing on the stated four factors. Many researchers (Balamuralikrishna & Dugger, 1995; Yelken, Kilic, & Ozdemir, 2012; Yu, Suh, & Lee, 2014) seem to agree that the SWOT analysis was traditionally associated with business organisations and this was used to identify strengths, weaknesses, opportunities and threats for the planning, development and decision making processes. More recently, Orr (2013) and Romero-Gutierrez, Jimenez-Liso, and Martinez-Chico (2016) have proven that the SWOT analysis can also be used in educational programmes covering areas such as curriculum evaluation, curriculum reforms or formulation of institutional strategic planning. Similar sentiments are shared by Ryke et al., (2015) who postulated that a SWOT analysis could be used to gain insight into current practices and to improve existing programmes by identifying and analysing the internal challenges and the external threats.

2.4.9 Elements of SWOT analysis

Figure 2.5 depicts the relationships between critical elements of SWOT categories.

Ryke et al., (2015) highlights that the strengths refer to the things the organisation does well and to identify the advantages of any given curriculum, one must consider the areas where others view the programme as doing well. In the present model, this includes benefits being realised by the juveniles as they interact with a given curriculum. Helms and Nixon (2010) observed that weaknesses refer to those aspects in a curriculum that need improvement. By understanding the shortcomings of the TVET curriculum, the focus will be on specific areas that need improvement.

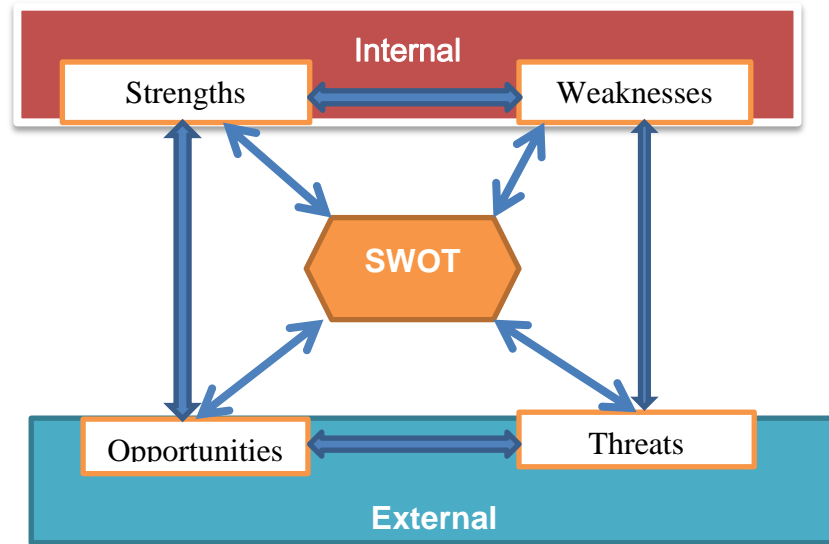


Figure 2.5: Relationships between SWOT Categories.

Source: Ryke et al. (2015, p. 68)

Researchers (Ryke, et al. 2015; Yelken et al., 2012) concur that the strengths and weaknesses are generally internally driven. In an article written by Romero-Gutierrez et al., (2016), researchers agreed that opportunities and threats are those outside factors or situations that exist that may affect the implementation of the curriculum in a positive way (or negative way in the case of threats) in achieving a desired goal or mission. Basing on the above assertions, one can conclude that once threats and weaknesses of an educational programme are revealed, it is possible to review a curriculum to keep pace with global changes and meet evolving national development aspirations.

2.4.10 Procedure for conducting a SWOT analysis

In this study, a SWOT, analysis was implemented directly through document analysis, and indirectly through the observation and classroom ‘walk through’. Emerging themes emanating from institutional policies, curriculum content, implementation, and quality and assessment issues were identified. It was essential to engage in a documentary analysis of the curriculum to identify its strengths, limitations, and areas of redesigning explicit. The SWOT analysis will be used to determine the internal and external factors that are favourable or unfavourable to

achieving mission statements and the vision of the organisation. Some of these factors will be identified by the literature review and interviews with participants. Having identified these factors, strategies will be developed to build on the strengths, eliminate the weaknesses, exploit the opportunities, and counter the threats (Yu, Suh, & Lee, 2014).

By taking into account the opinions of students, teachers and administrators, the study addresses the following key questions through the SWOT analysis:

- What do they think about the content of the TVET programme?
- What are the strong aspects of the TVET programme?
- What are the weak aspects of the TVET programme? How can they be fixed?
- What are the “untapped potentials” that the TVET curriculum should enhance in the future?
- What are the programme threats and how can they be turned into opportunities, so that acquisition of psychomotor skills remains the priority to the inmates?

The idea of implementing a documentary SWOT analysis and triangulating it with other qualitative research instruments has received extensive support from several authorities (Helms & Nixon, 2010; Orr, 2013; Yu et al., 2014). These concurred that this approach could yield a better understanding of the existing curriculum by emphasizing the experiences and perspectives of juveniles and teachers in their natural set up. The SWOT analysis was extended to research participants with the intention that their input would reflect their viewpoints, which can be reviewed and analysed for definite themes that illustrate their evaluation of the TVET curriculum. These findings would be triangulated with the document analysis.

The SWOT analysis has received its fair share of criticisms by some authorities because of the observed ambiguity of categories and responses (Helms & Nixon, 2010; Orr, 2013). Ryke et al. (2015) documented similar concerns when they observed that the SWOT analysis tends to generate lists of perceived threats and weaknesses without the requirement to address them. Despite these criticisms, Yelken et al. (2012) contend that the SWOT analysis provides useful information and allows the researcher to integrate and synthesize diverse information during programme evaluation. Furthermore, Orr (2013) recommends a SWOT analysis as a high-level

and critical thinking exercise for the researcher and research participants but cautions that the expertise for the successful utilisation of the SWOT analysis is mainly based on the capabilities of the researcher.

2.5.0 Conceptual Framework

Miles and Huberman (1994) define a conceptual framework of a study as a visual or written product, that “explains, either graphically or in narrative form, the main things to be studied, the key factors, concepts, or variables and the presumed relationships among them”(p.18). This definition is similar to the one given by Perry and Tore (2008) who viewed a conceptual framework a set of coherent ideas or a plan of interconnected concepts that together provide a comprehensive understanding of the problem under study. Yin (2015) added that it could be in the form of a schematic diagram that shows the variables or concepts organized in a manner that makes it easy to communicate with others. The researcher, therefore, observed that the conceptual framework, in this case, illustrates the relationships between the independent and dependent variables and the output being the evaluated curriculum for the chosen correctional training centre. This is depicted in Figure 2.5 and briefly explained.

The study was underpinned by two educational philosophies that provided the pillars of the framework. The study was grounded in the interpretive paradigm, which was described as a lens through which a researcher defines parameters where people and their institutions are studied *in-situ*. Through the interpretivist lens, the researcher hoped to find out the perceptions, feelings, ideas, thoughts and recommendations from research participants about the existing curriculum for juvenile offenders. The first stage of the research process was an exploration of the current curriculum at the selected centre through desk research.

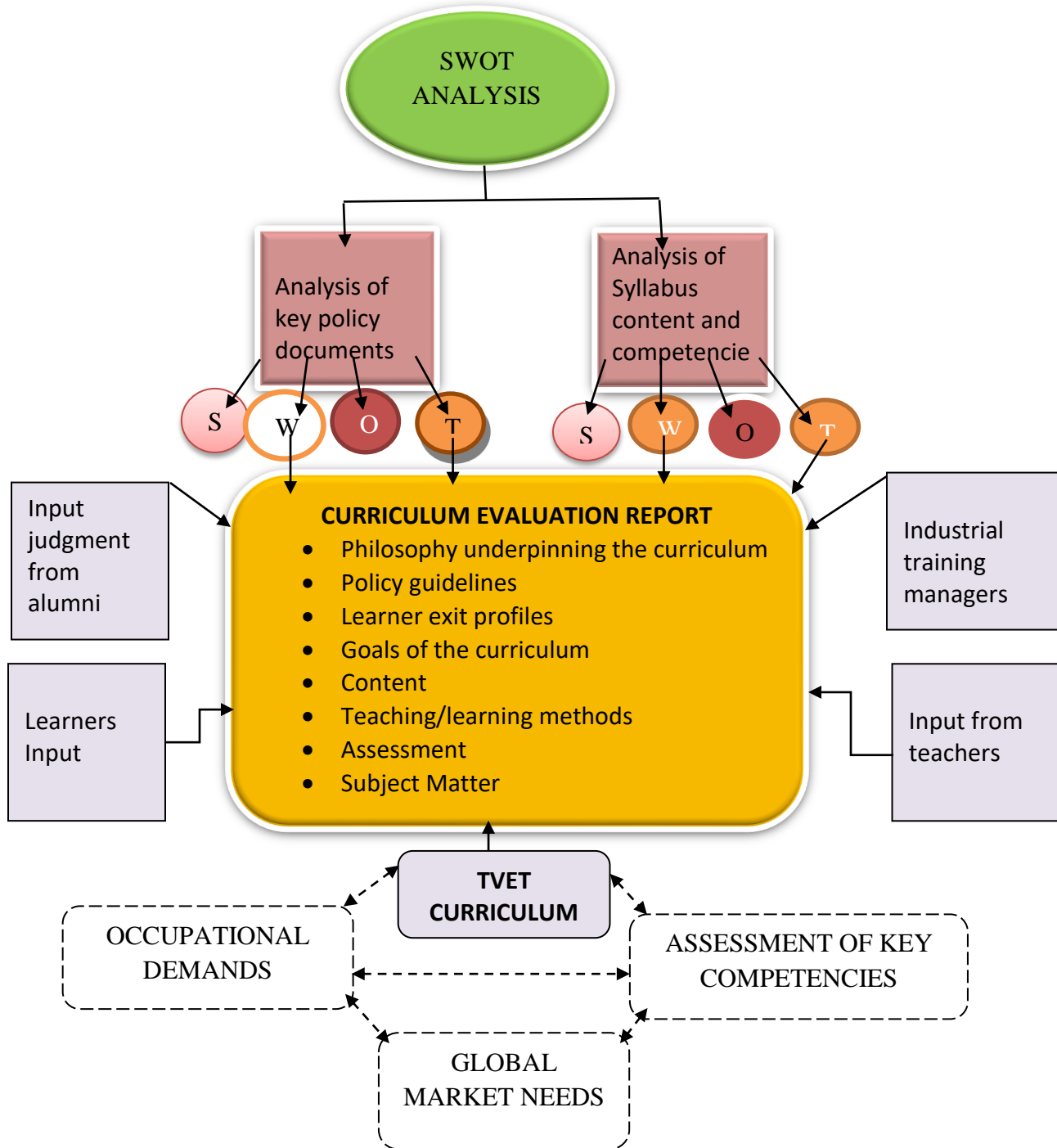


Figure 2.6: Preliminary Conceptual Frameworks for TVET Curriculum Evaluation.

Source: Developed by author

A variety of empirical data was collected through a SWOT analysis of policy documents and the syllabi documents. Identified Weaknesses and Threats were factored into the reporting framework. All identified weaknesses and threats were leveraged to realise strengths and opportunities. The key competencies of the programme were subjected to a SWOT analysis. The evaluation of these competencies against programme goals was critical in providing information relevant to the implementation of the curriculum. The curriculum evaluation process was based on identified strengths and weaknesses in the current curriculum content, mission statement, vision and goals.

Secondly, judgmental data was gathered from key stakeholders. This involved in interviewing participants to capture their experiences and perceptions of the current curriculum, delivery systems, challenges and possible improvements. The identified independent variables were teachers, administration staff, juvenile offenders, the alumni, and industrialists. The four significant inputs emphasised for consideration were curriculum content, teaching strategies, assessment issues and implementation constraints. The successful evaluation of the TVET curriculum depended on the input from these participants based on these variables. Responses from teachers and juvenile offenders (learners) were critical since they were the curriculum implementers and recipients, respectively.

The linkage of the correctional training centre with selected industries influences the production of crucial curriculum competencies. Industries offer learners “hands-on practice” through internship programmes whereby students and in some cases, their teachers are attached to get exposure to latest technology not available in their schools. Summaries and recommendations based on the two data sources were grouped in relevant themes in a bid to address the stated research questions.

Proposed solutions or initiatives sought to maximize the potential of the strengths and opportunities while minimizing the impact of weaknesses and threats. Data were analysed using thematic analysis on emergent themes using the SWOT analysis as an overarching framework to categorise the data. An evaluation report based on emerging themes and focusing on ministerial

vision and mission statement, the philosophy underpinning the curriculum, policy guidelines, and learner exit profiles, goals of the curriculum, content, teaching/learning methods, and assessment was produced.

2.6.0 Theoretical Framework of the Study

To conduct a robust curriculum evaluation of any educational programme, it is imperative to understand some of the relevant educational theories and models about learning and juvenile development. The most significant theoretical perspectives that underpinned this study were derived from two critical theories. Vygotsky (1978) who proposed a theory of learning based on social constructivism bases the first theoretical framework on a landmark study. The second theoretical basis is extracted from Freire's (1972) critical pedagogy theory. These learning theories appear to share common assumptions about the roles of the teacher and learners in any given learning situation, and their implications are critical in curriculum evaluation and development as they reinforce content knowledge in practical cases.

2.6.1.1 Social Constructivist Theory

Social constructivists often make use of Vygotsky's ideas in curriculum development and evaluation thereafter. According to Vygotsky (1978), a juvenile's learning potential develops only if s/he is with the other knowledgeable individuals. Fosnot (2005) endorse Vygotsky's by calling for collaborative learning. The selected theory was considered suitable for this study because it considers the teacher as a critical stakeholder in curriculum planning, development and evaluation. The central core of the constructivist approach according to Vygotsky, is that learners actively construct their knowledge and meaning from their own experiences. This notion is critical for curriculum developers and evaluators engaged in any educational evaluation exercise.

The social constructivist theory emphasises the belief that knowledge is the result of social interaction and group effort and thus is shared experience rather than an individual endeavour. The rehabilitative nature of correctional education requires a group effort. This will fuse a sense of belonging to a family on the part of offenders, and the approach will inculcate a spirit of tolerance through team effort (Nixon & Williams, 2014; Ozdemir, 2010; Smeets, 2014). Group

work makes students autonomous learners who work collaboratively for their learning and thus produce better results. It helps to generate a more relaxed and cooperative classroom atmosphere, stimulates the learners' experience of various types of interaction and reinforces information provided by the trainer. Smeets (2014), therefore recommended that the TVET curriculum should be designed to promote a lot of collaborative work through the problem-solving approach. The promotion of group work in the teaching and learning experience is a direct call for teachers to use various interactive teaching and learning methods to promote rapport between the teacher and the learner and between the learners. This overrides the lecture method that requires learners to regurgitate information continually.

The constructivist theory, therefore, becomes crucial in the curriculum evaluation of the TVET curriculum in a juvenile correctional training centre since it interrogates whether the juveniles are being offered the opportunity to work in a social setting of groups to collaborate and become more confident in their abilities. Additionally, social constructivist theory encourages learning through observation. Observational learning in a TVET biased curriculum is a social-cognitive learning where the teacher demonstrates skills as learners observe and the learners are given a chance to practice the skills under the supervision of the teacher. In small groups, this approach to the mastery of skills is advantageous because learners adapt and use each other's strategies and are thus motivated to complete set tasks. This approach is beneficial in a juvenile correctional set up as it uplifts those learners with lower self-esteem, slow learners or those who are highly dependent (Bandura, 2001; Fosnot, 2005; Palmer, 2005; Peters & Tesar, 2015; Vygotsky, 1978).

Another essential facet of the social constructivist theory is the constructivist pedagogy. Glatthorn (1994) argued that under constructivist pedagogy, learning should take place in an authentic and real-world environment. Thus, content and skills should be made relevant to the learner with teachers serving as guides and facilitators of learning. Fosnot (2005) and Palmer (2005) add that social constructivism has its roots in reality, knowledge and learning. Social constructivists believe that reality is constructed through praxis where human beings collaborate through group effort, to create new things that benefit humankind (Fosnot, 2005; Palmer, 2005; Peters & Tesar, 2015; Vrasidas, 2000; Vygotsky, 1978). Individuals create meaning through their

interactions with the environment they live in, and the learner, therefore, focuses on ‘How’ to learn, rather than ‘what’ to learn. Vygotsky’s work (1978) emphasised the importance of others as learning mediators. The application of the social constructivist theory in a juvenile correctional training centre spurred the need for the design of a TVET curriculum where learners master essential skills through classroom discussions with peers or within groups. This is a vital resource for knowledge construction and skills empowerment. These resources allow for classroom discourse that becomes part of socially constructed knowledge which will be internalised by learners and can be used for the formation of key concepts (Bandura, 2001). The Vygotskian theory, therefore, holds social interaction as critical to cognitive development where learners interact and interface on an inter-psychological plane, followed by a move to an intrapsychological plane. This implies that learning takes place on a social level initially and is followed by internalization on an individual level. Teaching and learning conditions in correctional centres should, therefore, be conducive, the curriculum should address the needs of the learners so that they become motivated to learn, the teaching methods must be learner-centred and overall the departments must be well resourced. The concept of the Zone of Proximal Development (ZPD) allows for the adoption of the problem-solving approach to learning with the learner at the centre of the learning and being given chances to self-lead. This approach to teaching and learning helps to elevate the knowledge of the learner, boost his/her confidence and progress to higher levels.

Vrasidas (2000) proposes that a curriculum evaluation of any programme is grounded in social constructivism as it assumes that pupils learn through an interaction between thought and experience and the sequential development of more complex cognitive structures. This suggests that effective evaluations of practically oriented curricula will help stakeholders to develop a more robust curriculum based on current trends and experiences or what Palmer (2005) refers to as the real world related authentic tasks. With these tasks, learners will learn to solve the problems that are similar to real-world problems. Social constructivist theory, when used in curriculum evaluation looks at whether the curriculum promotes the following attributes: problem-solving, analysis, synthesis, critical thinking and deep understanding.

2.6.1.2 Freire's Critical Pedagogy Theory

Freire's critical pedagogy theory (1972) provides a crucial foundation for a curriculum re-development process for a training centre where the learners are to be empowered with life skills coupled with rehabilitation. The researcher acknowledges Freire's theory for adult learning, but the mere fact that the proposed theory is to be applied in a skills training curriculum for juveniles who are transiting into real life (adulthood) and expected to join the formal manpower development education system after graduation renders it a critical anchorage for the proposed TVET curriculum evaluation exercise.

Freire's critical pedagogy theory was a reaction to a prescriptive approach to curriculum development that was characterized by the writings of traditional scholars such as Tyler (1949) and Taba (1962). The theory draws lessons from real-life experiences and weaves together several strands of thinking about educational practice. Freire (1972) was critical of a curriculum based on the "banking" system of imparting knowledge in which students were viewed as empty accounts to be filled by teachers as propounded by the traditionalists. Freire (1972) opted for what he termed "Liberating pedagogy". This study resonates closely with Marchand (2010) who supported this form of educational theory as he observed that a curriculum that is based on Freire's critical pedagogy empowers learners by offering unique tools of critique and is viewed as a direct departure from theorizing a curriculum. Berthoff (1990) also observed that an educational programme based on Freire's liberating pedagogy offers learners a unique opportunity to develop critical consciousness leading to a possible reconstruction of the world. Freire's liberation pedagogy proposes an emancipatory approach to learning based on essential reflections through crucial dialogue between the teacher and the student (Freire, 1972). Thus the departure from a traditional teacher-centred curriculum to a learner-centred curriculum based on a problem-solving approach is a critical point worth noting in the course of any curriculum evaluation process.

It is envisaged that a curriculum evaluation exercise rooted in Freire's critical pedagogy should also consider the presence or absence of the following traits: critical reflection; problem-solving approach; student-centred approach and a bias towards design education that is a replica of what

is referred to as the competency-based curriculum by educationists. Freire's (1972) call for "praxis" therefore becomes the cornerstone of an effective curriculum evaluation exercise for correctional training centres where learners are exposed to life and work learning contexts through the life skills, vocational skills and entrepreneurial programmes. The issue of praxis should be considered against the time allocated for skills acquisition and available resources.

Berthoff (1990) in his analogy of Freire's works, observed that the 'praxis' philosophy energised students during their learning time and most of the observed cases of students ultimately confirmed that students or learners were able to apply current understandings to solve existing problems. In support of Freire's works, Marchand (2010) observed that his theory promoted collaboration, teamwork and interpersonal communication skills as alluded to in the social constructivist theory. The critical pedagogy theory, according to Freire (2014), offered a rationale for curriculum integration connecting learning and the workplace. This approach contrasts with the traditional teacher-centred 'banking' concept whereby: teachers teach and students are taught; where the teacher disseminates selected knowledge and measures the learner's passive reception of facts through formative and summative evaluation mechanisms (Freire, 2014). From Freire's critical pedagogy theory curriculum specialists are encouraged to consider the following in the curriculum evaluation exercise: methodology; the idea of coupling theory and practice, mastery of learning strategies, time on task and competency-based education. Conclusively the central tenets of Freire's critical pedagogy theory and Vygotsky's social constructivist approach with the following keywords must be considered in curriculum evaluation: pupil-centred; design based; problem-solving; creative learning; vocationalised curriculum; life skills and dignity in a new world.

An understanding of the theories sheds light on the variables surrounding the provision of different education curricula and transitions exist in various correctional training centres and how institutional roles can support the rehabilitation process. Some of the psychological and sociological causal factors of juvenile delinquency can be addressed by a TVET curriculum that promotes self-sufficiency by engaging the juveniles into various entrepreneurial ventures.

2.6.1.3 Implications of the Theoretical Framework to the Study

Based on the theoretical framework, the study aimed to provide an in-depth and detailed explanation as to the degree of effectiveness of the TVET curriculum for a selected juvenile offender-training centre. It also examined the extent to which the curriculum needed to be revised or improved further. The two theoretical frameworks were chosen to determine their significance in curriculum evaluation and development and how to use them as a basis upon which a useful review can be accomplished. From the two theorists cited, there is much to learn concerning curriculum evaluation. Consideration should be made in the study to evaluate the TVET curriculum basing on whether it: is learner-centred; encourages problem-based learning that leads to problem-solving abilities; and above all, whether it is linked to the needs of the labour market where such young people are likely to be employed. Based on works by theorists such as Freire and Vygotsky, the role of TVET education should be viewed from a broader perspective to include the enhancement of the learners' freedoms through playing a significant role in curriculum development, promoting their empowerment and self-reliance.

From the theoretical framework, the following key fieldwork questions can be used to address the curriculum evaluation research questions:

- To what degree is the course content related to the daily lives of students?
- How suitable are the general and specific objectives of the TVET curriculum?
- How suitable are the units and topics of TVET curriculum?
- How suitable are the teaching and learning activities of the TVET curriculum?
- How suitable are teaching and learning materials of TVET curriculum?
- How suitable are the evaluation procedures of TVET curriculum?
- To what degree does TVET curriculum as a whole attain its purposes?
- How effective is the TVET curriculum in leading students to exciting and meaningful learning experiences?
- To what degree does the TVET curriculum help students relate what they learn to daily life?
- What aspects of TVET curriculum need to be revised and improved further?

2.7.0 Summary

This chapter focused on the conceptions of curriculum development in correctional training centres. The first part of the review focused on educational philosophies and how they influenced curriculum development. It was clear from the study that one or more educational philosophies also influence any approach to curriculum review. Different approaches to curriculum development as propounded by Tyler and Taba (1949) were reviewed as they formed the basis on which most of the models are founded. The purpose of a detailed focus on curriculum issues was to place the proposed study into the context of curriculum review. Curriculum development models were included in the reviewed literature to set precedence for the selection of a curriculum review model for the selected correctional training centre. The chapter concluded by looking at a historical perspective of the selected correctional training centre. Successful models in the United States of America and Australia were discussed. The TVET education featured prominently in the two models. The challenges in implementing the TVET programmes were highlighted. The review noted some of the merits of adopting an outcome-based curriculum under the auspices of TVET design-based education and the benefits of choosing entrepreneurial subjects for correctional training centres. Scholarly reviews of literature from a Zimbabwean perspective revealed the severe need to evaluate and continuously review the curriculum in the selected correctional schools.

CHAPTER THREE

METHODOLOGY

3.1.0 Introduction

This chapter aims to describe the methodology used to collect, analyse and interpret the data for this study. This chapter is divided into eight broad sections. The first section outlines the research design of the study. The second looks at the study location. The third section details the population, as well as inclusion and exclusion criteria. The fourth section details the sampling techniques and sample size. Research instruments and issues to do with validity and reliability strategies are detailed in section five and six, respectively. Section 7 describes data analysis procedures. The final section explains the ethical considerations employed in the study.

3.2.0 Research paradigm

Researchers have generally agreed on the four main research philosophical world views, which are positivism, interpretivism, advocacy and pragmatism (Creswell, 2009). These philosophical world views are generally referred to as paradigms (Lincoln and Guba, 2000, in Creswell 2009). A paradigm, according to Morgan (2007), is a way to describe a researcher's beliefs about how knowledge is created. Creswell (2009) used the term to mean a basic set of ideas that guide action. Other researchers viewed paradigms as "tools" useful for the research process (Baxter & Jack 2008), whereas Bryman (2015) defined the term simply as "mental models" or "stances".

From these divergent views, it appears there is very little consistency in what researchers refer to as paradigms. Despite these inconsistencies, several authorities in the qualitative research design bloc (Cohen, Manion & Morrison, 2011; Denzin & Lincoln, 2000; Guba, 1990; Morgan 2007) contended that research without a well-defined paradigm lacked a footing for consequent decisions on the appropriate methodology and research design. Crotty (1998) in Creswell (2009) stated that a research paradigm was intrinsically associated with the concepts of epistemologies, ontologies and methodologies. Guba (1990) defined ontology as the way the investigator establishes the truth and reality, epistemology as the process in which the investigator comes to know the truth and reality, methodology as the strategy or plan of action used in conducting the

investigation. Several researchers (Fikfak, Adam, & Garz, 2004; Guba, 1990; Guba & Lincoln, 1982; Owen 2008) concurred that the answer to questions regarding these three elements provides an interpretive framework that guides the research process.

Given the above understanding, the present study was based on the interpretive paradigm. Interpretivism as a paradigm is often associated with other terms like constructivism, naturalism and qualitative approach (Guba, 1990). According to Bryman (2012), constructivism sees meaning as an interplay between the subject and the object. Interpretivism, as it applies in the study, sought to understand the researched phenomena from the point of views of participants in their natural environment.

Cohen et al., (2011) documented that an interpretivist or constructivist-based research is inductive and emergent and does not seek generalisation, as it is context bounded. According to Bryman (2012), constructivism has relativist ontology; where-in reality it consists of people's subjective experiences of the external world and is socially constructed. Guba (1990) contended that in the interpretive tradition, there are no correct or incorrect theories. In the same vein, Ceci, Limacher, and McLeod (2002) asserted that interpretivists assume that knowledge and meaning are acts of interpretation hence the lack of objective knowledge independent of thinking.

The need to understand the world in its natural set up prompted Creswell (2012) to recommend interpretivists to adopt meaning oriented methodologies such as interviews, document analysis and focus group discussions. In adopting the naturalistic epistemology, the researcher acknowledged that all research participants were not passive recipients of a given curriculum but active members in the curriculum evaluation process. The study was underpinned by interviews, focus group discussion and a SWOT analysis interpretation, whereby interview responses and other, information was collected in a natural set up. SWOT analysis interpretation inferences were drawn, and judgments made between the information and some abstract patterns.

Cohen et al., (2011) contended that constructivists have a subjective epistemology where meaning is the product resulting from the interaction between the subject and the object. Fikfak, Adam, and Garz, (2004) further observed that the nature of enquiry under constructivism was

interpretive, and the purpose of the investigation was to understand a particular phenomenon. In addition, Fikfak, et al. (2004) cautioned against generalizing findings to a population since the whole paradigm was based on the respect of individuality and multiple interpretations. In view of the study, the researcher immersed himself in the field (natural setting) and interacted with participants to observe the curriculum implementation process and familiarise himself with content and assessment models.

The constructivist perspective was adopted in the proposed research because of its perceived outcome orientation and its focus on determining the meaning of things. The researcher concurred with Guba and Lincoln (1982) who observed that the goal of constructivism is to produce or reconstruct better knowledge, which in turn is subject to continual revision. Other researchers (Hill, LeGrange, & Newmark, 2003; Lewis, 2015; Merriam & Tisdell, 2015; Owen, 2008) hailed this perspective for its focus on situations, being action-oriented and having a direct emphasis on the research problem.

The study aimed at conducting an evaluation of the existing curriculum for juvenile offenders in Zimbabwe and making recommendations based on the views of research participants as to how the weak aspects of that curriculum could be invigorated. Through the interpretive approach, the juvenile offenders' curriculum at the selected correctional training centre was examined to determine how;

- the offenders were benefitting in terms of rehabilitation through a life skills-based pedagogy;
- it was empowering the young offenders in terms of necessary entrepreneurial and TVET skills, and
- the graduates from these correctional centres were integrated into the community or whether they joined the formal school system after their time at the penitentiary training centre.

The close collaboration between the researcher and the participants enabled them to tell their stories and their lived experiences. The researcher thus collected data in situ, from individuals

who had experienced the phenomenon under study. The research design below further outlines how the paradigm influenced this study.

3.2.1 Design of the Study

According to Neuman (2006), a research design is a blueprint or plan which is used by a researcher to address research questions. Ayiro (2012) viewed designs more precisely as pathways pursued by a researcher to arrive at a predetermined destination. The main research designs that guide research studies are the quantitative, qualitative and mixed methods, and each approach has strengths best suited to specific types of research. This study utilised a qualitative approach. The qualitative research design was the principal blueprint because it permitted the researcher to study complex phenomena within their environment as propounded by Fikfak et al. (2004). The study sought to gain an in-depth understanding of the process of curriculum implementation and assessment methods through the participants' experiences, perceptions and interpretations.

According to Lewis (2015), qualitative research aims at explaining complex phenomena through verbal descriptions as opposed to testing hypotheses with numerical values. Qualitative research is useful for describing and understanding the phenomenon from the participant's point of view. Creswell (2009) concurred with Denzin and Lincoln (2000) on the observation that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that make the world visible (Guba & Lincoln, 1982).

The choice of the qualitative approach is consistent with the study's aim and research questions. The appropriateness of this method was also enhanced by the nature of data required to evaluate the curriculum whose results will be beneficial to the community in general and learners in particular. The proposed study was conducted in a school set up, and this is in tandem with Lewis (2015) who alluded that the dynamic nature of a school set up and the subsequent change in behaviour as the pupils interact with the curriculum, support the use of the qualitative approach in studying educational issues.

There are several advantages cited in the literature on using the qualitative approach, and the proposed research aims to capitalise on them. A significant advantage Creswell (2009), pointed

out that the adoption of the qualitative design gives depth, richness and strength to a study. Bryman (2015) observed that studies that use a qualitative approach enable respondents to release themselves from the bondage of unsatisfying social structures or organisations that limit their self-development. Thus, the researcher made a deliberate decision to choose the qualitative approach for this study to create a curriculum blueprint with depth and breadth in terms of it being responsive to market trends and new global economies.

The researcher adopted a qualitative research approach for this study because it is better suited to the nature of the research endeavour. The researcher's interests lay in conducting a curriculum evaluation of a selected correctional training centre, by first unpacking the strengths and weaknesses of the current TVET curriculum through SWOT analysis. This approach was better suited to a qualitative research paradigm because qualitative methods characterized by close-up and detailed analysis of the phenomena that better explain relationships that are too complex for large-scale quantitative approaches. Some authorities (Ceci et al. 2002; Creswell, 2003; Smith, 2015) argued that the mere observed global increase in the adoption of the qualitative approach is enough to justify observed merits compared with purely quantitative studies. This reinforced Smith's (2015) assertions that the mere use of the qualitative research tends to appeal to the majority thus inviting everyone to participate since it provides a platform for multiple views and standpoint, unlike the purely quantitative approaches.

The study focused on curriculum evaluation of a selected correctional training centre through applying the SWOT analysis of the existing curriculum. The study called for complex and in-depth information about the phenomena being studied and focused on the need to unpack the current TVET curriculum hence the adoption of the various qualitative methods. This study was centred in a facility where specific security regulations are applied coupled with many restrictions, rules and procedures to be followed. In the absence of that *laissez-faire* atmosphere prevalent in the formal school system, the adoption of the qualitative research design appealed to this marginalised group of participants. The research was further enriched by input from a diverse group of stakeholders.

To bolster this notion further, the preference for qualitative research data in this research centred mainly on the need to reach out to the participants in terms of language use and perhaps culture and to capture original and actual views of respondents. Fikfak et al. (2004) and Stake (2006) cited other advantages of qualitative research applicable to the study being the ability to get a deeper understanding of the phenomenon under scrutiny. The researcher sought to discover the real life experiences of individuals concerning a particular problem in their environment. The researcher entered a natural setting, assuming that nothing was unimportant. Berg (2009), Creswell (2009) and Smith (2015) built on the following characteristics of this approach as they postulated that in qualitative research:

- data should be collected in a natural setting where participants experience the problem under study. In the study, the natural environment was the correctional training centre situated in a peri-urban set up whereby the learners interacted with the TVET curriculum as part of the rehabilitation programme.
- multiple data collection techniques should be used. To achieve the objectives of the study, the data collection techniques that were used in this study were the focus group discussions, semi-structured interviews and document analysis.
- the researcher should be the critical person who collects data through recommended qualitative data collection instruments. In this study, the researcher was responsible for interacting with stakeholders before, during and after the evaluation and chairing the focus group discussion session. This notion was supported by Creswell (2009), who argued that the evaluator's ability to interact with and involve stakeholders constructively is imperative to successful evaluation practice regardless of the approach, model or methodology.

In this study, the researcher also engaged one research assistant to assist with note-making and recording proceedings during individual interviews and the focus group discussion sessions. The research assistant's independent input corrected the issue of researcher bias through the phenomenon of triangulation. The assistant was selected after an internal advertisement was circulated in the Department of Technical Education at the University of Zimbabwe where the researcher is employed. The advert targeted Master of Technical Education (M.Ed. Tech) students with special preference given to those who had completed a course in Educational

Research offered by the department. An interview was conducted, and the best student was selected. A travel and subsistence stipend awarded to the research assistant calculated at the prevailing government daily rate for civil servants.

Lewis (2015), however, criticised the use of qualitative research method by arguing that findings cannot be extended to broader populations with some degree of certainty that quantitative analyses can. Creswell (2009) contended that the results of qualitative research are not tested to discover whether they are statistically significant or are due to chance. Besides, some of the noted demerits of using the qualitative research method as pointed out by Glesne (2006) and Hill et al., (2003) for example, involve higher expenses and the time-intensive nature of analysing text. To avert these anticipated challenges in gathering data and data analysis, the study was based on a case study that was centred on an identified unique case and from this, the researcher benefitted from a shorter data collection time thus cutting on costs. Also, during data analysis, the researcher got assistance from specialists in qualitative research method and benefitted immensely from workshops, educational conferences and symposia.

3.2.2 Research Method

The mode of inquiry selected for the study was the case study. A case study is a generic term for the investigation of an individual, group or phenomenon (Gerring, 2006; Thomas, 2015; Yin, 2013). It is an in-depth analysis of a single entity a researcher intends to investigate. The study focused on a selected mixed group state-assisted juvenile correctional training centre under the Zimbabwean Department of Child Care and Protection Services. A case study examines ‘a bounded system’ in detail (Gerring, 2006; Hancock & Algozzine, 2015; Thomas, 2015; Yin, 2013) employing multiple methods to obtain and integrate various sources of information. The study examined the programme in its geographic, cultural, organisational and historical contexts, carefully examined its internal operations and how the programme’s uses of inputs and processes to produce outcomes. A case study was therefore appropriate for this study because the researcher got a deeper understanding of a problem at hand that in this case was the need to re-vision the TVET curriculum of the selected correctional institution.

This research design demarcated the boundaries of the study and allowed for a variety of issues to be explored within limits. Soy (2015) observed that case study approaches were best suited for researches which are exploratory and which explore contemporary real-life phenomena that cannot be divorced from their real-life context.

This study is exploratory since very few researchers have conducted such evaluation research focusing on this marginalized group in an African context. The justifications for the adoption of the case study lie in the production of well-validated and substantiated findings and a slightly shorter data collection time (Creswell, 2009). Thomas (2015) and Taylor, Bogdan and DeVault (2015) identified three types of case studies which are intrinsic, instrumental case studies and collective or multiple case studies. This study was based on the intrinsic case study that was centred on an identified unique case. The focus was on deriving a better understanding of the identified unique case in a real-life situation. Furthermore, the case study design enabled the researcher to investigate a “bounded system” (Thomas, 2015).

Case studies involving the evaluation of an educational curriculum of a given institution have a significant value in that findings can directly influence policy, practice and future research. Hancock and Algozzine (2015) posited that the single most defining characteristic of a case study research lies in delimiting the object of study. The demarcated case in the study was the selected correctional training centre and its TVET curriculum. The study adopted steps proposed by Hill, LeGrange and Newmark (2003) as illustrated in Figure 3.1.

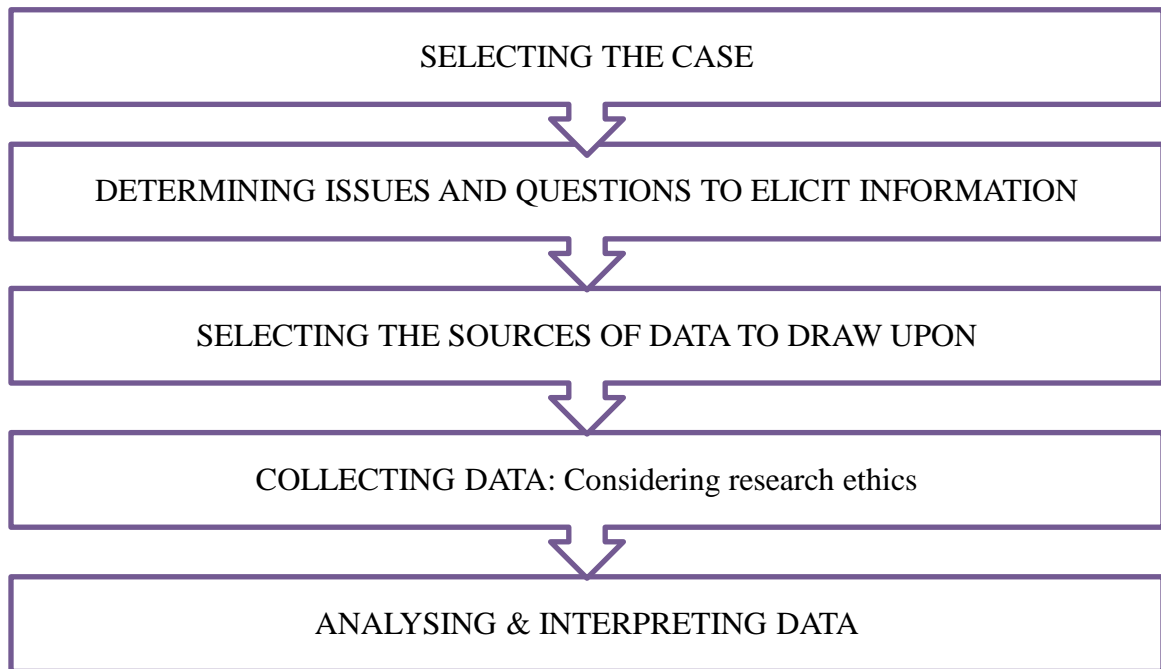


Figure 3.1: Key Data Collection Steps.

Source: Developed by author

While generalisability had been a noted challenge of the case study because it is bounded (Hancock & Algozzine, 2015; Soy, 2015), the case study can still provide rich and significant insights into events and programmes. A fundamental weakness of the case study approach, according to Yin (2013) is that if not properly managed, the research can deteriorate into an amorphous and shoddy piece based on everything. Baxter and Jack (2008) also observed that the case study research design is susceptible to researcher bias and cannot be generalized to populations. The observed weaknesses were corrected through instituting proper validity and reliability procedures and the use of multiple sources of evidence.

Despite the noted weaknesses, the case study research design is what Hancock and Algozzine (2015) called ‘a step to action’. It is action-oriented since insights can be interpreted and applied in educational policy, for curriculum enrichment or review and formative evaluation. Besides, Soy (2015) observed that a broad audience quickly understood the results of a case study. Several authorities (Lewis, 2015; Soy, 2015 and Thomas 2015) concurred that the language and

the form of presentation in a case study were less esoteric and less dependent on specialized interpretation than conventional quantitative reports.

The case study was also hailed for its richness in detail and clarity in depicting situations being studied. By studying small groups, case studies specialise in ‘deep data’ or ‘thick description’ information based on particular contexts that can give research results a more human face (Baxter & Jack, 2008). The credibility of the case study methodology can also be achieved with triangulation, where data collection is not limited to one source or one technique only. Triangulation is used to bring together different sources of information to converge or conform to one interpretation and can make a convincing argument that the interpretation is credible.

3.3.0 Location, profile and selection of the case

A single case out of the six correctional training centres dotted around the country was selected for this study. As alluded before, the adoption of an intrinsic case study provided an opportunity for the researcher to explore the research questions in greater depth. Multiple case studies or two heterogeneous sites would have added significant value to the study by being more robust (Soy, 2015). However, this required extensive resources and time and Thomas (2015) further warned of a danger of sacrificing depth for breadth with voluminous and not so easy to manage data being generated.

The single case, in this case, had the advantage of providing an in-depth analysis of the TVET curriculum of the selected training centre using multiple sources of evidence. A non-probability approach was used to select the training centre as a case study. The following criteria were considered in choosing this particular case study: a comparatively high enrolment figure; availability of training facilities for TVET programmes; a well-balanced gender representation; and high cases of abscondment and recidivism recorded in the first half of the year. The researcher was aware of the existence of many other contributory factors to high incidences of abscondment and recidivism but was certain that educational issues could be part of the problem. So the main factor in the choice of the case to be studied lay in a situation which Soy, (2015) referred to as ‘information rich’.

Secondly, the researcher opted for a training centre that had most of the traditional Tech /Voc trades such as carpentry and joinery, leatherwork, cookery, agriculture, brickwork, poultry farming, and welding. The existence of such traditional subjects that some authorities regard as obsolete by current standards presented a strong case for a study of this nature. The selected training centre emerged as an attractive study case given the above observations. Finally, a pragmatic basis informed by access and convenience was also considered. The chosen study case also happened to be located within the researcher's constituency; hence it was easily accessible; thus, the institute was also targeted as a matter of convenience.

3.4.0 Study Population

Merriam and Tisdell (2015) defined population as a group of individuals from which the sample is drawn and to which the results are generalized. A sample, on the other hand, is a small group of subjects representing the population from which the data is collected (McMillan & Schumacher, 2010; Smith, 2015). This means that a sample is representative of the population from which the results produced by the research shall be inferred. According to Creswell (2009) sampling, mean selecting a given number of subjects from a defined population as a representative of the population.

Correctional training centres are unique in the sense that they operate within a confined, high-security context when compared to the formal school system. The juvenile offenders under the care of the institutions were from different socio-educational backgrounds. Teachers in these institutions, in addition to their daily teaching responsibilities, assumed parental responsibilities and mentorship roles but were also expected to be strict enforcers of various penal conditions upon the learners as set out by the courts of law. Given this background, the study population was drawn from one correctional training centre that had a combined gender enrolment of 43 juvenile offenders. The training centre had 24 members of staff serving in various capacities (administrators, teachers, social workers and ancillary staff). The total population for this study was approximately 67. This figure excludes other stakeholders that were consulted on various issues concerning the TVET curriculum at the training centre.

The participants took part in focus group discussions and interviews specifically tailored to evaluate the TVET curriculum thus drawing a new framework that reflected the Zimbabwean context, a curriculum framework that is needs-driven and consistent with international trends and standards.

3.4.1 Inclusion and Exclusion Criteria

Variations in the periods of stay in reformatory schools by the juvenile offenders called for further delineation of specific groups that were excluded from participating in the proposed study. Inmates in the selected Case Study Centre (CSC) fall into four distinct groups namely, those in conflict with the law; those on remand; Social welfare Cases (SWC) with the last group comprising of those in Place of Safety (PoS). Given this background, this study targeted juvenile offenders only. All juvenile offenders who, at the time of data collection, had not enrolled in any TVET training programme offered by the selected centre were excluded from the study. In addition, juvenile offenders under detention or those on remand and awaiting trial and dispositional hearings were also excluded from the study. Only juvenile offenders classified as close custody or secure custody that were in custody for more than six months, benefitting from on-site educational facilities and TVET subjects were targeted for inclusion in the study. The juveniles with short-term penalties further complicated curricular decisions and assessment since their time span at this training centre was short hence would not be quite conversant with the curriculum being offered at the selected centre. The same criterion was used to select the ex-offenders who had graduated from the centre. Finally, juvenile offenders identified by social workers and psychologist as having mental health problems were not part of the study. It was assumed that this category of offenders was not well conversant with the centre curriculum and had limited learning potential because of their condition. The TVET trainers targeted for inclusion were those: with day to day experiences with the development, delivery and implementation of the TVET written curriculum; in constant contact with the juvenile learners, and as implementers of TVET curriculum with more than five years' professional experience.

3.5.0 Sampling Techniques and Sample Size

Merriam and Tisdell (2015) identified two key components in sampling designs namely sampling scheme and sample size. Migiro and Magangi (as cited in Mazani, 2015) defined a sampling scheme as a strategy used to select research units or possible research sites and a sample size indicates the number of units in a study. The common sampling methods in qualitative research are purposive and snowball sampling (Smith, 2015; Taylor, et al. 2015) the researcher used purposive sampling and snowballing sampling techniques were used. Purposive sampling involved selecting units based on specific purposes associated with answering a research study question (Taylor, et al. 2015). This method of sampling was chosen with the full knowledge that it was not representative of the general population, instead it represented a specific portion of the population of the selected case (Bryman,2015; Lewis, 2015; Yin, 2015).

The Centre Superintendent (CS) and the TVET Correctional Centre Head (CH) from the selected correctional training centre were invited to become key participants for the study. The justification for including the CS and the CH in the study was to benefit from their hands-on approach and information concerning management issues, design and implementation of the correctional training centre's curriculum. Two TVET trainers (TR 1 and TR 2) out of four trainers who were employed and taught within the TVET section, one from each of the two-course areas being offered by the training centre, were selected using the specified inclusion and exclusion criteria. The selected trainers were interviewed on curriculum content, relevance and effectiveness, implementation, challenges and a needs analysis were conducted.

Bryman, (2015); Drake and Heath, (2010) and Smith, (2015) contended that learners are typically perceptive and incisive regarding their curriculum, teaching, assessment methods and job prospects and should undoubtedly be consulted on issues to do with curriculum evaluation and development. In light of this, eight juvenile offenders enrolled in the TVET programmes being offered at the selected training centre were selected using the purposive sampling method to participate in Focus Group Discussions (FGDs). The FGDs focused on curriculum effectiveness, implementation, challenges and a need analysis was carried out. Only those juvenile offenders who were in their final year of training and those who had enrolled in any one

of the two TVET subjects being offered at the centre were selected. These were considered as ‘information-rich’ cases. The selected trainees were coded T1 up to T8.

Industrialists and business people were unquestionably the correctional training centre’s most important clients as their businesses were to some extent dependent upon attributes and competencies of the graduates from these centres. For this research, companies whose operations that had a direct bearing on programmes offered in correctional training centres were purposively selected. Graduates from the correctional training centres find employment in the informal sector in agriculture-related activities, construction sector or other micro and small-scale enterprises. Accordingly, it was necessary to link and coordinate with this crucial sector in terms of their input. In addition, these companies offer valuable training facilities and expertise to learners. The inclusion of industrialists in the evaluation exercise is in agreement with Agrawal (2012) who argued that TVET programmes should have curricula that respond to the current needs of the labour market. It should, therefore, graduates with adequate vocational skills, work independently, possess generic knowledge and are aware of work ethics.

The experiences of industrialists in curriculum needs and their knowledge of curriculum implementation were invaluable. The research targeted two companies that had experience in internship programmes with students at various levels. The training managers responded to a set of interview questions centred on curriculum effectiveness; internship issues; implementation; challenges and needs. Thus, these companies made an evaluation of the relevance of the TVET curriculum being run at the selected correctional training centre basing on the needs of the industry.

Similarly, purposive sampling was used to identify two experts in the Curriculum Development Unit (CDU1 and CDU 2) of MoPSE, two subject managers, one from the Zimbabwe Schools Examinations Council (ZIMSEC) and another one from the Higher Education Examination Council (HEXCO) who were interviewed. The ZIMSEC and HEXCO subject managers were targeted for their critical input on assessment issues. Through a snowball sampling strategy, two ex- juvenile offenders (EO1 and EO 2) were recruited for this study. Interviews with alumni

yielded data related to their achievements and performances in their subsequent careers and their perceptions of the TVET programmes offered by their former training institution. For ethical reasons, the correctional officials contacted the ex-offenders and sought consent before the researcher contacted them. Table 3.1 is a summary of the sample size for the research.

Table 3.1: Sample Size

TARGET PARTICIPANTS	CODE (Pseudo name)	POPULATION	SAMPLE	RESEARCH INSTRUMENT
Correctional Training Centre/Case Study Centre	CSC	6	1	N/A
Centre superintendent	CS	1	1	interview
Correctional Centre Head	CH	1	1	interview
TVET trainers	TR	6	2	interview
Trainees	T	45	8* ¹	focus group
Curriculum development and evaluation specialists	CDU	indeterminate	2	interview
Ex- offenders (alumni)	EO	indeterminate	2	interview
Industrialists	Industrialists	indeterminate	2	interview
ZIMSEC and HEXCO Technical Subject managers	ZIMSEC or HEXCO	12	2	interview

Note. FGD minimum sample suggestion:

***¹ 6-9 participants (Krueger, 2000); 8-12 (Baumgartner, Strong, &Hensley, 2002); 6-12 (Johnson &Christensen, 2004)**

This sample had several benefits, including the collection of more focused and relevant data with greater closeness to educational processes and learning contexts. However, its limitation derives from its predominantly local and small-scale nature, raising problems of limited transferability of findings and vulnerability to selective and preferential interpretation (Taylor, et al. 2015).

3.6.0 Research Instruments

Data was collected using in-depth-interviews, FGDs, SWOT analysis and observations (lesson and classroom ‘walk through’). The use of multiple or triangulated methods of collecting data was intended to corroborate data and enhance credibility (Bryman, 2015). Documents were also used to understand official policies and philosophies; recruitment policies, syllabus regulations, assessment policies, and to triangulate research data obtained from FGDs and interviews.

3.6.1 Interviews

Interviews equate with a formal conversation between two people and often regarded as rich sources of gathering vast amounts of research data within very short time frames. This data-gathering technique provided the researcher with an opportunity to address complex experiences related to the existing curriculum and investigate each participant’s input using a wide range of verbal and non-verbal cues (Wilkinson & Birmingham, 2003). Generally, researchers have formulated three models for interviews that are structured, semi-structured and unstructured. The study used semi-structured interviews. The use of semi-structured interviews have been adopted by many researchers who hoped to benefit from its merits which included the researcher having to direct proceedings carefully to capitalise on its flexibility which allows the interviewee an opportunity to shape the flow of information (Ayiro, 2012; Neuman, 2006; Smith, 2015; Wilkinson & Birmingham, 2003).

Interviews are credited for allowing the researcher to move beyond documents and taping information from key participants through dialogue. This gave the researcher access to a fuller and fairer representation of the perspectives of the research participants. In addition, interviews allowed both parties to explore and clarify issues and the researcher benefitted from an immediate and greater depth and clarity on the data provided (Smith, 2015). Interviews were conducted to obtain information about the nature of existing TVET curriculum and to get information pertaining to the needs of the key stakeholders. The researcher drafted a statement of purpose to introduce the researcher, outline the purpose of the interview, explain how the results will be used, outline confidentiality issues and seek permission to record the conversation.

The questionnaire covered the following key issues:

- the suitability of objectives and content to the trainee's background;
- the relevance of the content and materials in achieving the objectives vision and mission statement;
- effectiveness of the teaching and learning activities;
- value of assessment and evaluation procedures for teachers;
- the consistency of various parts of the curriculum, additional content; and
- observed strengths and weaknesses of the curriculum.

Some issues emerged from the SWOT analysis of the documents that were raised in the interviews. The funnelling technique (where questions started from a general perspective to more problems that are specific) as propounded by Smith (2015) was adopted. Wilkinson and Birmingham (2003), in support of this approach, observed that it diffuses tension, creates a more relaxed atmosphere and helps in developing a logical and comfortable progression of the session. To gain a deeper understanding of the interviewee's perspectives and to add richness to the data, detail-oriented probes, elaborative probes and clarification probes was applied during interview sessions. All interviews were audio-recorded and transcribed before an analysis of data was carried out.

3.6.2 Focus Group Discussions (FGDs)

Carey and Asbury (2016) define a focus group as a group interview where researchers create homogenous or heterogeneous groups that engage in communication and interaction over set themes, thus generating required data. The study adopted a balanced definition adopted from Anderson (1992) as cited by Wilkinson and Birmingham, (2003):

A focus group is a carefully planned and moderated informal discussion where one person's ideas bounce off another's, creating a chain reaction of informative dialogue. Its purpose is to address a specific topic, in-depth, in a comfortable environment to elicit a wide range of opinions, attitudes, feelings or perceptions from a group of individuals who share some collective experience relative to the

dimension under study. The product of a focus group is a unique form of qualitative information that brings understanding about how people react to experience or outcome. (p. 90)

Carey and Asbury (2016) and Krueger (2000) viewed the FGD as an extension of an interview situation, and this was appropriate for this study because group interviews are cost-effective, rich in data, high in face validity and flexibility. Merriam and Tisdell (2015) found this method useful in exploring research participants' knowledge and experiences. Carey and Asbury (2016) observed that FGDs could tackle sensitive topics easily with all participants providing mutual support in expressing common feelings. Thus the synergism, snowballing, stimulation, security and spontaneity (the five S s) of FGDs generated more critical comments thus producing a more vibrant, heartfelt, deeper, honest and incisive discussion than simple face to face interviews with a single participant (Krueger, 2000; Wilkinson & Birmingham,2003). This is in contrast with an interview that puts pressure on the participants to answer all questions regardless of having insufficient knowledge about an issue.

Qualitative data was collected from juvenile offenders through FGDs. FGD's with juvenile offenders enabled the researcher to identify commonalities and differences in staff and juvenile offenders perceptions of the TVET curriculum, its aims, assessments, teaching methods, core skills as well as subject-specific knowledge. The FGD explored the following key themes in curriculum evaluation: relevance and effectiveness of curriculum content; implementation challenges and a needs analysis was conducted. Juveniles were asked questions that focused on their perceptions of the current curriculum to evaluate the relevance, effectiveness and value of the current curriculum from the learners' perspective. The FGD afforded Juvenile offenders a platform to explore curriculum issues of importance to them in vernacular. This enabled them to express themselves freely. From the juvenile offenders, the researcher tapped into many different forms of communication, jokes, humour and their use of different narratives that were relevant to the needs and experience analysis.

Wilkinson and Birmingham (2003) and Wilkinson (1998) recommended that FGD sessions should be conducted in a relaxed, comfortable setting and the setting should be informal with no one appearing to be a dominant leader. A very formal seating arrangement that puts the researcher or the research monitor in front of the whole group with a desk separating the two groups was avoided, as this arrangement appeared confrontational and tended to intimidate the participants. For the FGD session, the horseshoe seating arrangement was used and this had the advantage of putting both parties at ease. Carey and Asbury (2016) recommended duration of at least two hours as being sufficient for any productive work and this was adhered to. Permission was sought from the participants to tape-record proceedings to make it easier for the researcher to transcribe proceedings accurately. The recording device was discreetly placed so as not to intimidate or distract participants.

Whilst the use of FGDs was hailed by many authorities (Carey & Asbury, 2016; Morgan, 2007; Punch, 2009; Smith, 2015; Taylor et al., 2015 ;) some argued that the mere presence of other research participants tended to compromise on issues to do with confidentiality and ethics (Merriam & Tisdell, 2015; Wilkinson & Birmingham, 2003). Despite the noted demerit, the researcher, however, assured non-disclosure of information and non-disclosure of identification, gave participants the latitude to choose to participate or not before the commencement of the discussions.

3.6.3 Document Analysis

Document analysis was seen as key in qualitative research because the data obtained from the interviews and FGDs could not have been adequate in producing a complete picture of the situation being investigated. Thus documentary sources were also deemed significant instructive additions to interview questions that centred mainly on needs analysis (Bowen, 2009). These public sources provided valuable information that helped the researcher to understand the control phenomena in curriculum evaluation, nature of curriculum being offered at the institution, policy and assessment issues.

Bowen (2009) contended that this data collection approach allows for the provision of detailed, accurate and unbiased data. Documents were used to understand official policies; recruitment

policies, syllabus regulations, assessment policies, and to triangulate data obtained from FGDs and interviews. A SWOT analysis was conducted on key curriculum documents yielding information on content, competencies and assessment issues. The identified documents were examined for accuracy, authenticity, credibility, representativeness and usefulness in addressing the research questions. Wilkinson and Birmingham (2003) asserted that the use of existing written documents increases the credibility of data. Thus, findings from existing documents were compared and cross-referenced with what was on the ground to get a true picture of the research situation. Findings from documents were used to further formulate key questions for the interviews and the FGDs.

After considering Bowen's (2009) warning on the possible dangers of collecting data from large amounts of documents that do not have a bearing on a case under study, the following documents were considered rich sources of evidence for this research:

- correctional services websites of countries cited in the literature review,
- institutional policy documents; strategic plans;
- syllabuses;
- annual reports;
- assessment and evaluation reports, mark schedules, assessment procedures, mission statements, academic planning documents, and schemes of work.

3.6.3.1 Application of SWOT analysis

A SWOT analysis was conducted on key curriculum documents yielding information on content, competencies and assessment issues to gain insight into the provision of TVET skills for the juvenile offenders, how they prepared people for the labour market and livelihood opportunities. In the SWOT analysis, strengths (S) referred to the advantageous or positive characteristics within a particular programme that enabled it to achieve its objectives; weaknesses (W) referred to the negative or disadvantageous characteristics within the programme that made it difficult to achieve the desired goals; opportunities (O) denoted the elements in the external environment of a TVET programme that could be exploited to the programme's advantage; and threats (T)

referred to the elements in the external environment that prevented the programme from achieving its goals (Koen & Bain, 2015; Orr, 2013; Romero-Gutierrez et al., 2016; Ryke, van Eeden, Yelken, Kilic & Ozdemir, 2012; Yu, Suh, & Lee, 2014).

Gaining insight into the strengths and weaknesses (programmes' internal factors), opportunities, and threats (programmes' external factors) provided knowledge about how these programmes operated so that recommendations on possible reforms could be undertaken strategically and systematically. Maximising the strengths and opportunities and overcoming or minimising the weaknesses and threats resulted in the drawing up of a set of recommendations for possible re-visioning of the curriculum.

3.6.3.2 Classroom observation

The Classroom observation was conducted through a performance-based trainer evaluation report. The observation and class 'walk through' focused on the following key evaluation areas: lesson planning; lesson delivery; classroom management and teaching/learning environment; and finally assessment and evaluation issues. An observation schedule that contained key indicators was designed (see Appendix O) and the researcher filled in necessary details that emerged from the observations.

Carey and Asbury (2016) applaud the use of lesson observations when they observe that these often reveal those salient variations between how the TVET curriculum is running and how it is intended to run. A curriculum evaluator may not discover these variations through interviews or document analysis.

3.6.3.3 Integrated conceptual model: Data collection and analysis summary

The study followed the concurrent triangulation design for data collection up to analysis. The concurrent triangulation is based on a contemporary collection of qualitative data on two bases and integrating the two databases at the analysis stage to determine convergence, differences, or possible combinations (Creswell & Plano-Clark, 2011). This has been summarised by Sharp, Moble, Hammond, Withington, Drew, Stringfield, and Stipanovic (2012) as *confirmation*,

disconfirmation, cross-validation, or corroboration. Figure 3.2 illustrates a sequential design summarizing the adopted integrated conceptual model.

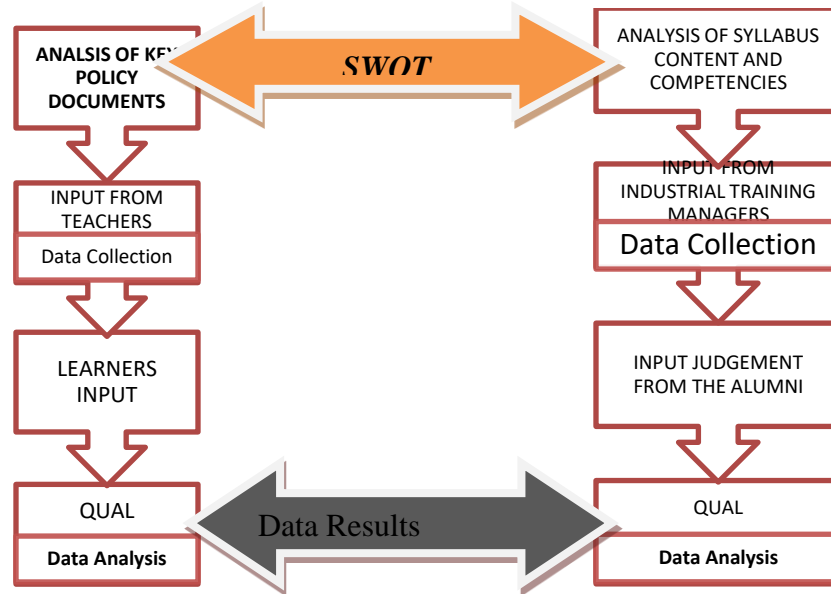


Figure 3.2: The Concurrent Triangulation Design.

Source: Adapted from Creswell (2009, p. 210)

The justifications for the adoption of the concurrent triangulation design lie in the production of well-validated and substantiated findings, and a somewhat shorter data collection time (Creswell, 2009). However, Tashakkori and Taddie (2003) argue that this model has a notable weakness where the researcher may face challenges in comparing the results of two bases using data of different forms and that a novice researcher may face the daunting task of resolving discrepancies that arise in analyzing the results. The researcher adopted possible solutions presented by Creswell (2009), which include a more comprehensive consultation of the emerging literature and conducting additional data collection. Besides, the researcher consulted experts on qualitative research as another way of addressing the problem.

3.6.4 Credibility and Trustworthiness

The issues of credibility and trustworthiness will be persistently considered during the course of this study. To ensure credibility and trustworthiness in this study, the researcher incorporated four constructs as propounded by Guba (1981), Holliday (2010), Shenton (2004), Tashakkori and Teddlie (2003), Taylor et al. (2015) namely: credibility; dependability; transferability and conformability.

3.6.4.1 Credibility and dependability

Credibility and dependability addressed the issue of rigour or trustworthiness and specific strategies such as triangulation (crystallisation), member checks and audit trails were used as propounded by Shenton (2004). In this study, the issues of credibility were addressed through prolonged engagement where the researcher spent adequate time with participants to get to know them, build trust, rapport, and concurrently gathering data until it reached saturation point. Triangulation or crystallisation as part of credibility check also involved the adoption of a variety of data collection sources to shed light on a problem under investigation.

In this research, the researcher adopted recommendations by Shenton (2004) and Sandelowski (1986) on the four essential aspects of triangulation that include: triangulation of data, triangulation of investigators; triangulation of methods and triangulation of theories and respondents' validation or member checks. In addition, the researcher's self-monitoring system was another technique worth mentioning as a possible technique to minimize researcher bias. The researcher was actively involved during data collection, data analysis to ensure credibility (Krefting, 1991; Merriam & Tisdell, 2015).

Referential adequacy as part of credibility and dependability enhancement entailed the use of data capturing hardware, for example, the use of voice recorders to capture interview and focus group discussion sessions to ensure that important information was not missed (Holliday, 2010; Krueger & Casey, 2014). Additionally, a member checking in the study entailed the researcher going back to the sources of information to make sure that the collected data represented a true reflection of the fieldwork. Holliday (2010) and Kirk and Miller (1986) emphasised the need for participants to be accorded a chance to evaluate the accuracy and credibility of the collected data.

Member checks involved research participants checking transcripts of interviews for accuracy as part of inference quality. Selected research participants and research assistants reviewed transcripts, part of data analysis and the final reports outlining findings, and in some cases, the researcher corrected unclear aspects. Working closely with key stakeholders developed a joint team approach to the study. This also enhanced a sense of ownership by members involved and ensured greater credibility and validity to research outcomes, both institutionally and methodologically.

The researcher also adopted the peer debriefing techniques such as presenting the data analysis and conclusions to colleagues for constructive criticism regularly in order to foster subsequent credibility. This study underwent various forms of peer-reviewing sessions, which involved requesting someone outside the study to review the researcher's study and presenting the study at multiple forums where participants brainstormed the research. Comments raised increased the truth-value of the study.

3.6.4.2 Confirmability

Confirmability refers to the researcher's ability to demonstrate the absence of biased reporting by demonstrating that findings represented actual responses from participants (Creswell & Miller, 2000; Lewis, 2015). This was accomplished by an examination of original transcripts, data analysis documents and comments from the member checking exercise. Lewis (2015) also suggested the inclusion of rich quotes from participants as another way of bolstering the confirmability of research. Taylor *et al.* (2015) and Krueger and Casey (2014) argued that one cannot avoid expressing pre-conceived notions during interviews and FGDs and even transcription of findings. Several remedial applications were taken on board to correct this, and these included the use of a research assistant during data capturing and a comparison of notes thereafter and avoiding leading questions during interviews and FGDs to obtain unprejudiced responses and experiences of participants (Creswell & Miller, 2000; Taylor *et al.* 2015). The use of vernacular language during FGDs also boosted responses in addition to creating a more relaxed environment. Some stakeholders were also involved in the interpretations of collected data and the production of meaningful constructions (Guba & Lincoln, 1989). The researcher

strove to implement Lewis' (2015) call for social justice evaluation by making visible the experiences of the disadvantaged groups and aim for reflexivity, openness, collaboration and consultation in the research process.

3.6.4.3 Transferability

Transferability refers to the extent to which research can be generalised to another setting or group (Lewis, 2015). Since the findings of a qualitative project are specific to particular environments and individuals, in this case, the selected correctional training centre, it is impossible to demonstrate that the findings and conclusions apply to other similar situations and populations. However, Shenton (2004) argued that researchers can relate qualitative findings if situations are similar to those described in the study. Shenton further proposed that the researcher should provide key background information to other researchers to enable them to conduct a replication of the research. To fulfil this requirement, the researcher gave the following information at the outset: the selected juvenile correctional training centre's location, research context, the number of research participants, inclusion and exclusion terms, data collection instruments and other relevant information to enable another researcher to conduct a similar study at a different correctional training centre.

3.6.5 Pilot Study

Kim (2011) defined a pilot study as a preliminary trial or simply a tryout investigation. Kim, (2011) viewed a pilot study as an investigation designed to test the feasibility of methods and procedures for later use on a large scale or to check for possible effect and associations worth following up in a subsequent more extensive study. The above definitions revealed that a pilot study is an equivalent of a feasibility study or pre-study, used by researchers to guide the research design of a large-scale investigation. There are multiple reasons for conducting a feasibility study before implementing a full-scale investigation. Some researchers (Kim, 2011; Sampson, 2004) argued that pilot studies are carried out only to assess the feasibility of steps that need to take place as part of the main study.

Correctional training centres are unique in the sense that they operate within a confined, high-security context when compared to the formal school system. Given this background, it was

difficult for the researcher to do a pilot exercise and then negotiate for an actual data collection session. However, to ensure that research instruments were comprehensive, appropriate, had well-defined questions and would be clearly understood and presented consistently, instruments were presented before a panel of experts in curriculum development and evaluation, which made necessary recommendations and corrections. Additional copies of the instruments were given to members of academic staff who sit in the Institutional Ethical Research Board (IERB) at the University of KwaZulu-Natal and the University of Zimbabwe for their input. Issues, which were raised by the panel of experts and selected members of the ethics committees were addressed before the actual study was carried out.

3.7.0 Data Collection phases

The study was conducted in four phases. The first phase explored the curriculum at the selected centre, establishing enrolment figures and referral procedures. This was accomplished through desk research, visiting the MoPSLSW, conducting a pre-visit study to the selected centre and interacting with the local people who were knowledgeable about correctional education and TVET education.

The second phase involved a documentary SWOT analysis and conducting an FGD with juvenile offenders, interviewing selected parents with children enrolled at the correctional training centre, the two heads of the selected correctional training centre and TVET trainers. In the third phase, the researcher interviewed the alumni of the selected training centre and selected company-training managers who offered internship to students from various tertiary institutions. In the last phase, the researcher organised a debriefing session, where those who had participated in the study were invited and preliminary findings and conclusions were presented in order to get their feedback and to ascertain whether conclusions represented their actual views. An evaluation report was produced based on findings and recommendations.

3.7.1 Data Analysis

Data analysis is central to credible qualitative research. Credible qualitative research calls for a rigorous and systematic data analysis to yield meaningful results. According to Taylor et al.

(2015) to analyse data is to extract meaning from information collected in a study. Wertz, Charmaz, McMullen, Josselson, Anderson, and McSpadden, (2001) recommended the adoption of qualitative data analysis techniques either concurrently or sequentially. The six stage thematic analysis model illustrated in Figure 3.2, as opined by Braun and Clarke (2006) formed the basis for a rigorous data analysis for this study from which useful and credible inferences were made. While the thematic analysis is usually presented in a linear six phased method as propounded by Braun and Clarke (2006), the technical process is an iterative and reflective process with the researcher moving backwards and forwards during the analysis process.

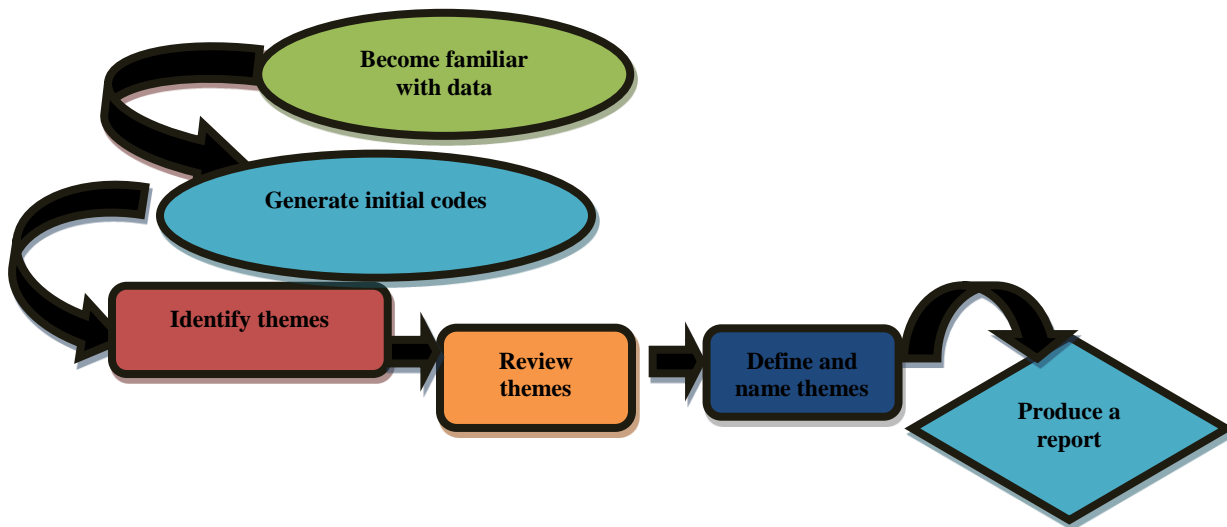


Figure 3.3: Braun and Clarke’s Six Phase Framework for Doing a Thematic Analysis.

Source: Maguire and Delahunt (2017)

Braun and Clarke (2006) view the thematic analysis as a method for identifying, analysing, organising, describing and reporting themes found within a data set, Maguire and Delahunt (2017) add that a thematic analysis also identifies patterns or themes within qualitative data. Braun and Clarke (2006) view the thematic analysis as a method rather than a methodology which means it is not tied to a particular epistemological or theoretical perspective. This makes it a very flexible method (Nowell, Norris, White & Moules, 2017). Braun and Clarke (2006) argue that the thematic analysis is highly flexible and provides a rich and detailed account of data.

King (2004) finds the thematic analysis as a useful method for examining the perspectives of different research participants, highlighting similarities and differences and generating unanticipated insights. The researcher hoped to capitalise on the observed merits by conducting a trustworthy thematic analysis as documented by Braun and Clarke (2006).

Data was collected using the methods described before, and the first phase of analysis as contained in Braun and Clarke's (2006) framework is data familiarisation. Verbal data from interviews was transcribed into written form, and this was an interpretative act which called for rigorous and thorough orthographic transcript verbatim account of all verbal and nonverbal utterances. It was vital for the researcher to immerse with the data to familiarise himself with the depth and breadth of content (Braun & Clarke, 2006). The technical process of analysis, therefore, involved the repeated reading of data searching for meanings and patterns. This allowed the researcher to appreciate the full picture and make connections between participants' thoughts and ideas, thus preventing precipitous conclusions. This phase provided the bedrock for the rest of the analysis.

The second phase of the thematic analysis was the generation of initial codes. This involved reading and familiarising with data having ideas about what is in the data, identifying exciting aspects in the data items and repeated patterns or themes (Braun & Clarke 2006). Transcribed data from interviews and FGD was open coded or indexed based on emerging themes and patterns. Open coding allowed the researcher to capture the qualitative richness of the phenomenon. This theorising activity required the researcher to keep revising the data. This activity was in sync with Alhojailan (2012) who recommends that researchers using the thematic analysis method should continuously reflect on the data and systematically sift through the entire data set, giving full and equal attention to each data item and identifying interesting aspects and emerging patterns in the data items that may form the basis of themes.

The third phase of the data analysis was the identification of themes. A theme, according to Braun and Clarke (2006) is a pattern that captures something significant or exciting about data or research question. This phase involved sorting and collating all potentially relevant coded data extracts into themes (Braun & Clarke, 2006). Deductive thematic analysis was conducted since it

provided the researcher with a more detailed analysis of some aspects of the data (Braun & Clarke, 2006). Theme reliability and validity were further enhanced by involving selected colleagues from the Faculty of Education to evaluate if the themes were compatible with the whole text.

The fourth phase of the thematic analysis involved reviewing of coded data extracts for each theme to consider whether they formed a coherent pattern (Braun & Clarke, 2006). Preliminary themes identified in phase three were thus modified, refined and further developed into items that were specific and broad enough to capture a set of ideas contained in text segments (Maguire & Delahunt, 2017; Clarke & Braun, 2013).

According to Braun and Clarke (2006), phase five of the thematic analysis should focus on defining and naming themes. During this phase, the researcher determined what aspects of the data each theme captures and identified what was of interest about them. Themes were not considered final until all the data had been read through and coding scrutinised to ensure the credibility of the findings.

The final phase, according to Braun and Clarke (2006) is the production of a concise, coherent, logical, non-repetitive and interesting account of the data within and across themes. This was a process of organizing and interrogating data to discuss relationships, develop explanations, highlight subtle variations and make interpretations thus drawing meaning out of the presented data in view of the research problem. King (2004) and Clarke and Braun (2013) encourage the usage of direct quotes from participants to aid in the understanding of specific points of interpretation and demonstrate the prevalence of the themes. In this regard, the researcher added both shorter quotes and longer block quotes in the report and for ethical reasons and to demonstrate that views from various participants were represented in the report, all quotes were accompanied by a unique identifier. Findings were also contrasted with broader literature with the researcher highlighting cases where findings were supported or contradicted with literature.

3.8.0 Ethical considerations

According to the National Research Council (2003), ethical issues revolve around harm, consent, privacy and confidentiality of data. The issue of ethics in research was born out of wartime

medical research activities that culminated into the formation of various codes of conduct arising out of the need to protect research participants. The essence of ethical considerations in research are stipulated in UKZN's research ethics policy documents and numerous other publications recommended by the University (see Drake & Heath, 2010; Eckstein, 2003; National Research Council, 2003; Republic of South Africa, 2014; Wassenaar, 2006; Wassenaar & Mamotte, 2012). The research ethics policy emphasise the rights of research participants and the responsibilities of the researchers. This is in line with the Nuremberg code of 1946/8 and the Helsinki Declaration (Nuremberg Code, 1946; Williams, 2008). These international protocols were declared to control and regulate how the research would be conducted taking cognisance of protection of both research participants and researchers under four main principles that are:

Principle of confidentiality;

- Principle of anonymity;
- The right to voluntary participation, and
- The right to withdraw.

In recent times, the issues of ethics in research are an integral part of every research and increasing attention is being devoted to the protection of participants in research study where researchers are compelled to follow the conventions of participants' confidentiality, anonymity and the right to withdraw (Kjellström, Ross, & Fridlund, 2010; Mamotte & Wassenaar, 2009). Juvenile correctional training centres are highly controlled facilities for safety and security reasons; hence ethical issues were considered during this study.

3.8.1 Ethical Issues in the Research Problem

Taylor et al., (2015) identified several ethical issues to be considered when a researcher is identifying a research problem. They suggested the identification of a research problem that will benefit individuals being studied and a problem that is just meaningful to others besides the researcher. This issue taken into consideration by the researcher and benefits of the research are well explained in the significance of the problem section and in consent forms.

3.8.2 Ethical Issues in the Purpose and Questions

Creswell (2009) suggested that a researcher must draw up a purpose statement and study questions, which will be described, to research participants. This he argues further builds credibility and trust with participants. In the study, the purpose statement was drawn and further explained in the informed consent forms.

3.8.3 Ethical Issues in Data Collection

The importance of building mutual trust and participant respect cannot be overemphasised. The researcher took all necessary precautions to ensure that participants are not at risk. The critical step towards achieving this was to submit the proposal and research instruments to the IERB. The IERB is a special board within the university responsible for reviewing the adequacy of consent procedures for the protection of human subjects in research (Drake & Heath, 2010; Wassenaar & Mamotte, 2012).

According to Drake and Heath (2011), official approval or permission should be sought from relevant authorities before entering into a research site. Consequently, an authorisation to research in the Department of Child Care and Protection Services was granted (see attached, appendix B). Another approval to conduct research was given by the head of the targeted correctional training centre (see attached, Appendix D). Ethical issues considered during data collection included; informed consent, confidentiality and anonymity, seeking permission before access to research sites and issues of risk or harm to participants. Informed consent required the researcher to provide participants in a study with full details of the purposes of the study; risks involved. Participants were given the freedom to choose to participate or not without any inducement or manipulation (Smith, 2015).

Before collecting data, the researcher developed an informed consent form that was signed by participants (see attached, Appendix F). The form further acknowledged the protection of participants' rights during data collection. The form spelt out the purpose of the research, guaranteed confidentiality to participants, indicated the criterion for selecting the participants and providing assurances that the participants could withdraw at any time without victimisation. The

researcher ensured that there was minimal disruption of the daily activities on sites during the data collection exercise.

3.8.4 Confidentiality and Anonymity Issues

Confidentiality and anonymity are not synonyms in research. Wassenaar (2006) defines confidentiality as an active attempt to remove from research records any elements that might indicate the participants' identities, while anonymity refers to protection against identification. The researcher assured non-disclosure of identification to the participants before administering any instrument. Subject or site's real names were changed to code names or case numbers during data gathering and when reporting data.

3.8.5 Ethical Issues in Data Analysis and Interpretation

There are some ethical issues that emerged during data analysis and interpretation worth noting. The anonymity of individual roles and incidences in the project were upheld, and the adoption of aliases or codes for individuals and places was done to protect identities. Wassenaar and Mamotte (2012) advised that analysed data should be discarded within a reasonable time frame to ensure that it would not be misappropriated by other researchers and the researcher strictly guarded against sharing the data with individuals not involved in the project (Berg, 2009).

3.8.6 Ethical Issues in writing and Disseminating the Research

The researcher provided an accurate and unbiased account of information. Various means of checking for data accuracy (member checks) were employed to guard against data manipulation, bias reporting or to meet the needs of a given group or individuals. The results of the study were not used to advantage or disadvantage specific communities, groups or individuals (Kjellström, Ross, & Fridlund, 2010). In the proposed study, the final research guarded against the use of language or words biased against persons because of their gender, sexual orientation, and disability, racial or ethnic group. Finally, the researcher took precautions to ensure that research-related information would not be carelessly discussed and visual material was excluded from the report.

3.9.0 Summary

This part of the study covered the research paradigm, research design, sample, instrumentation, data collection procedures, data analysis procedure and ethical considerations. A qualitative research design was adopted. This approach has the strength to cover dimensions of the intended research study. A case study methodology utilizing document analysis, focus group discussion and interviews was used to collect data from the respondents. Principles of validity and reliability have been discussed, including triangulation procedures. This chapter also gave a description of the qualitative data analysis. It proposed categorization and summarising of qualitative data thematically and explained narratively. The chapter concludes with a discussion of ethical issues covering data collection, analysis, interpretation, report writing and disseminating of the research that is pertinent to this. The next two chapters focus on data presentation and analysis, and discussion and interpretation of results, and recommendations for policy and further research.

CHAPTER FOUR

RESULTS OF THE STUDY

4.1.0 Introduction

The preceding chapter highlighted the methodological approaches, theoretical orientation, research design and data collection techniques selected for this study. To understand the correctional training centre's TVET curriculum framework, data was gleaned from curriculum source documents relevant to the research questions, semi-structured interviews and FGD.

This chapter deals with the presentation of results and analysis of the main findings through an in-depth description of data collected from research respondents identified in the previous chapter and a critical analysis of literature in an attempt to answer the research questions. The data presented was generated from in-depth descriptions of participants' experiences and expectations and was categorized into four sections to address the research questions investigated. Findings will be supported by direct quotes from research participants that address the research questions and will further be synthesised in the final chapter to form the thesis.

The study was guided by the following research questions:

- What are the stakeholders' perceptions of the TVET curriculum offered at a selected juvenile correctional training centre in Zimbabwe?
- What are the strengths and weaknesses of the current TVET curriculum for juvenile offenders in Zimbabwe?
- What are the barriers of the current TVET curriculum being offered at a selected juvenile correctional centre?
- What support strategies should be used to successfully implement the expected revised TVET curriculum in order to align it with emerging market trends, new global economies and educational reforms in Zimbabwe?

4.2.0 Descriptive Analysis of Participants

The study was undertaken at a mixed group state-assisted correctional training centre in Zimbabwe. The Centre Superintendent (CS) and the TVET Correctional Centre Head (CH), two

experts in the Curriculum Development Unit (CDU1 and CD2), two trainers from the industries, and two subject managers representing the two examination boards Zimbabwe Schools Examinations Council (ZIMSEC) and Higher Education Examination Council (HEXCO) were interviewed. In addition, two TVET trainers (TR 1 and TR 2); and two ex-offenders (EO1 and EO2) participated in this study. Eight juvenile offender trainees (T1; T2...T8) enrolled in the TVET programmes being offered at the selected training centre participated in the FGD. During interview sessions, the researcher took note of non-verbal communication cues such as participant gestures, emotions, changes in voice tone and facial expressions. These helped in confirmation of some verbal expressions or assisted the researcher to be alert to information distortion or exaggerations. Additionally, in all cases, I adhered to the necessary ethical measures that included willingness to participate in the study, non-usage of derogatory language, informed consent, confidentiality, privacy and anonymity.

The study was based on Stake's Countenance model developed by Robert Stake in 1967. The model consists of three distinct stages of data presentation namely, Input (antecedents), processes (transactions) and the results (outcomes). Antecedents are those conditions that exist prior to the teaching and learning or the prevailing situation before the trainees interact with the curriculum. The bulk of empirical data classified as antecedents came from the curriculum documents, lesson observations including classroom 'walkthroughs' and emerging themes will be presented. Documents were used to understand the following antecedents: official educational policies; correctional centre vision; mission statement; recruitment policies; syllabus regulations; goals of the curriculum; curriculum content; curriculum competencies; teaching and assessment issues and to triangulate data obtained from FGDs and interviews. The following documents were considered rich sources of evidence for this research: correctional services websites of countries cited in the literature review, institutional policy documents; strategic plans; syllabuses; annual reports; assessment and evaluation reports, mark schedules, assessment procedures, mission statements, academic planning documents, and schemes of work.

The second part of the presentation focuses on curriculum transactions. This involves an evaluation of the correctional training centre's curriculum implementation process. It covers

curriculum interactions occurring between the trainers and the trainees, rapport amongst the trainees, trainees interacting with the curriculum materials, teaching methodologies, the educational environment (infrastructure and human resources) and assessment issues. The main evaluation criteria focused on efficiency and effectiveness of the TVET curriculum.

Finally, a presentation of data classified under outcomes focused on the impact and sustainability issues and perceptions of stakeholders regarding the TVET curriculum. From the three broad sets of data (antecedents, transactions, and outcomes), emerging themes as guided by the study's research questions have been identified and these themes have been presented under each data set. The seven main thematic areas that have been identified for this evaluation are:

- the philosophy underpinning the curriculum;
- curriculum vision/goals/aims;
- quality, relevancy and effectiveness of curriculum content;
- teaching methods;
- assessment issues;
- implementation challenges;
- impact and sustainability issues; and
- Support strategies.

4.3.0 Presentation of Results

4.3.1 Trainees Biographic Information and Recruitment Procedures

This report summarises experiences and observations made by the researcher on his interim visit to the correctional centre. To conform to research ethics, the study does not disclose the identities of participants and the selected case study correctional training centre. Codes have been used for participants, and a symbol CSC has been used to denote the selected Case Study Centre. Codes of participants that have been used in the present study are given in Table 4.1.

Table 4.1: Key to Code Names of the Selected Correctional Training Centre and Research Participants

TARGET PARTICIPANTS	CODE (Pseudo name)
Correctional Training Centre/Case Study Centre	CSC
Centre Superintendent	CS
Correctional Centre Head	CH
TVET trainers	TR
Trainees	T
Curriculum Development and Evaluation Specialists	CDU
Ex- offenders	EO
Industrialists	Industrialists
Zimbabwe Schools Examinations Council	ZIMSEC
Higher Education Examination Council	HEXCO

At the time of data collection, the institution had a total enrolment of 78 trainees up from the initial June figure of 43. As for the trainees who participated in FGD, there was a 50% split between males and females. This had no significant influence on the responses since very few differences emerged. All juvenile offenders were compelled to take the two courses on offer. The Department of Child Care and Protection Services do the recruitment of the youths in conflict with the law. This department has welfare officers who are responsible for deploying the juvenile offenders into various correctional training centres after the conclusion of all court proceedings. The following excerpts from the administrators summarise recruitment policies at the institution.

CS: The youthful offenders come from all over the country having been referred by the Department of Child Care and Protection Services. Each youth has a probation officer

representing him or her. These children are enrolled in two distinct groups either as offenders on committal or care and protection juveniles (on Place of Safety) commonly referred to as PoS.

***CH:** Infact, let me say that the student population is made up four distinct groups,... those in conflict with the law, those on remand, social welfare cases and the last group being those in a Place of Safety (PoS)....the PoS.*

The trainees had an age range of between 12 and 18 years. From verbatim reports given, it appears the inmates consist of two distinct groups namely those in conflict with the law and those who have been admitted into the institution by the Department of Child Care and Protection Services for their safety. In most cases, those in conflict with the law were convicted as children and they expect to be released as young adults at 18 to 21 years depending on the gravity of their crimes and the results of their rehabilitation processes. This may mean that it will be difficult for them to pursue the formal education system hence their enrolment in the non-formal education system that has a bias towards skills empowerment.

During interviews with the trainees, it became apparent that some juvenile offenders had not attended any form of schooling at all. From mark schedules and anecdotal records availed for analysis, the researcher noticed that most of the juvenile offenders at the training centre had poor academic records reinforcing the fact that some of the juvenile offenders had not attended any formal schooling before incarceration. For those who claim to have had some previous academic education, records to supports such claims were not available, and the training centre officials indicated that they enrol the offenders basing on the recommendation of the probation officers. The CS confirmed this assertion, and TRI who revealed that:

***CS:** The youths who are found to be on the wrong side of the law in most cases have no basic education and are basically exposed to high-risk factors.*

***TRI:** Most of these youths have no basic education at all. We only have a few who have done primary education and are therefore semi-literate.*

4.3.2 Courses on Offer and Selection of Trainees

CSC academic records which were availed revealed that the correctional training centre offers a narrow TVET curriculum comprising of two core practical courses in bricklaying and carpentry. In addition, it was an institutional policy that each trainee had to take the two courses on offer. . A number of participants as shown in the extracts below confirmed this policy:

CS: This institution is a skills training centre where juveniles are empowered through two complementary practical courses meant to assist them as they do their income-generating projects after leaving this institution or some may opt to join the employment sector. Most of these juveniles do not want to join formal education after leaving this correctional training centre for fear of being labelled as such by their peers in the formal education system hence they prefer joining the non-formal side of training and thus do not proceed with any other form of education after leaving this place.

EO1: During our time [1992] we were forced to take the two practical courses and there was no choice. ... we only had two courses on offer which are bricklaying and carpentry. So I received training in bricklaying and carpentry. I hear that the reformatory [correctional training centre] is still teaching the same courses.

TR 1: Those who appear to be physically mature and those with at least a grade 6 primary qualification and upwards are considered for the two training programmes. This selection criterion is specified to cater for the theoretical and practical demands of the subject. However, those who express a passion for the subjects are also considered regardless of academic background.

TR 2: These youths from courts are deployed to various centres by their probation officers. Having been given custodial sentences, they are then encouraged to enrol in various training courses being offered at the institution where they are deployed. With special reference to this institution, we offer non- formal based training in carpentry and bricklaying. All the youths are compelled to study these two courses, and there is no option for a choice.

However, both ex-offenders interviewed had reservations over the institution's policy towards allocation of TVET courses to juvenile offenders when they castigated the institution for forcing the juveniles to do certain courses. The following verbatim accounts illustrate this point:

EO2: But these reformatory schools should think about the wishes of the child and the parent when forcing children to take these courses. When schools make children do such practical subjects without asking their parents... then there is something wrong.

EO1: (looking so worried and appearing to be in deep thoughts)...just imagine, while my child is making wooden ashtrays in carpentry at the reformatory, other children of his age in towns are doing computers. Don't you think this will be some form of punishment for the crime he did [committed]?

One curriculum developer (CD2) also questioned the rationale behind the use of TVET education in orienting juvenile offenders towards blue-collar jobs while their counterparts in the formal school system taking academic subjects are held in higher esteem.

4.3.3 Student Accommodation

From the walkthrough conducted at the juvenile offender correctional training centre, the researcher observed that institutional accommodation at the selected juvenile training centre comprised of the dormitory type of structures where inmates shared space in a big hall like enclosure with each learner having a single bed. The juvenile offenders shared the same dormitory facilities with those who had been admitted to the training centre on care and protection basis (PoS). The correctional centre head classified the juvenile offender accommodation as... *substandard, reflecting past policies that regarded juvenile correctional training centres as reformatories or youth prisons- CH.*

Several participants expressed reservation over this 'mixed grill' type of accommodation fearing possibilities of importation of criminal behaviours through peer pressure.

TR 2:... my worry about the nature of accommodation at this training centre is that PoS juveniles may also become delinquent under the influence of the others, as the juvenile offenders can be aggressive and dominate the PoS juveniles, with some PoS yielding to peer pressure..

T3: At this centre, we live with some criminals who have killed people. Often, some smoke dangerous things which are brought in the dormitories by their outside friends. At one time, I was asked to join in by two of my friends who have since escaped from this centre.

T6: look, we stay alone here and all the people know we are thieves or young murderers who are not fit to mix with other children in the area.[laughing].. people know this area as a jail for troublesome children.

In this regard, the centre superintendent (CS) and one of the trainers (TR 2) recommended that:

CS: Establishing separate accommodation facilities for problem juveniles and PoS juveniles is highly recommended for effective training to take place. Offenders have natural criminal tendencies that would be exported to others and experience has shown that it is not good socially and psychologically for the groups to live together.

TR 2:... living arrangements of these juveniles should be revisited so as to discourage stigmatisation, labelling whilst promoting self-respect, and rehabilitation. The adoption of family-style group homes where the juvenile offenders live in small family groups under the care of foster parents in an ordinary house can provide these juveniles with a family-like setting which can meet their primary and psychological needs.

Some of the juveniles reported that drugs were being secretly peddled in the correctional training centre. This scenario has negative implications on the whole rehabilitation exercise in general and the successful implementation of the skills empowerment programme through the TVET curriculum. For successful implementation of the TVET curriculum, correctional training centre administrators and trainers were of the opinion that trainees in conflict with the law should be housed separately from those in need of care and protection and the family-style group home model of accommodation should be adopted where the wards live under foster parents who are trained, social workers.

4.4.0 Stakeholders' Perceptions of the TVET Curriculum being offered at a Selected Juvenile Correctional Training Centre in Zimbabwe

4.4.1 Philosophy, Vision, Mission of the Correctional Training Centre Educational Curriculum

A key reason for conducting an evaluation of the TVET curriculum for the selected juvenile correctional training centre was to solicit stakeholder inputs on the philosophy which guided their education system. Given the importance of philosophy in shaping the curriculum, it was important to explore the issues which guided the philosophy of the selected correctional training centre's TVET curriculum. Any school curriculum is concerned about learners acquiring a set of key competencies or learning outcomes that society deems fit to impart to its juveniles. Admittedly the relationship between the dominant philosophy in a particular society and its education system lies in the philosophy providing the purpose or aim and the education making it practical. Philosophy shows the way and education moves in that direction (Edger & Rao, 2003).

Concerning interview findings, the issue of philosophy was inferred from questions focusing on characteristics which participants felt correctional training centre graduates should exhibit on leaving the training centre after successful completion of their training. Five core themes emerged and these are:

- Vocational skills;
- Academic skills;
- Independent living skills;
- Social skills; and
- Citizenship skills.

Table 4.2 summarises the five key themes and sub-themes which formed the philosophical basis of the correctional centre curriculum based on expected trainee competencies which were listed in various curriculum documents and which emerged from interviews with correctional centre administration staff, trainers and trainees.

Table 4.2: Key Philosophical Domains Guiding the TVET Correctional Training Centre Curriculum

Theme	Sub-themes
Vocational skills	Successful preparation and experience for work; career; and family life.
Academic skills	Successful educational experience, cultivate good study and learning skills; basic oral; written; and computing skills.
Independent living skills	Self- reliance; understanding value for work; and good health habits.
Social skills	Practising self- discipline; conflict management; well-groomed; helpful; and well mannered.
Citizenship skills	Community improvement; Understanding the history and values of the country; Respect for life; property; and laws.

Table 4.2 shows that the participants accepted that the inclusion of the TVET curriculum as part of the rehabilitation goes a long way in promoting knowledge, skills and desired attitudes amongst the juvenile offenders. For instance, the correctional centre head and centre superintendent focused on the community development aspect when they stressed the need for the training centre graduates:

CH: ... to take on ownership and become lifelong contributors to local well-being of their communities...

CS: ... at the end of the day, these youths should actively contribute to a variety of extension activities that enhance local life.....

The final list of the philosophical domains established which focus on morals, responsibility, trustworthiness, respect for life and property does not, however, represent a complete list of the competency areas forming the basis of the correctional training centre education but only competencies which were viewed as key for success in work and life skills.

Closely linked to the educational philosophy of the correctional training centre education is the vision and mission which had to be evaluated to establish the organisation's purpose and aspirations and how it aims to serve its key stakeholders. Establishing the training centre's vision and the mission was critical to the evaluation exercise for this provided a platform to establish the measurable goals and objectives by which to evaluate the TVET curriculum being pursued by the correctional training centre. According to the centre superintendent, the vision of the training centre as a social protection system is to promote a decent standard of living for the inmates and the centre was therefore mandated to carry out the following mission:

CS: To provide social protection services to vulnerable and disadvantaged groups in society by promoting self-reliance, rehabilitation and social reintegration of juvenile offenders.

From the stated mission statement, it appears that the training centre's main mandate is to administer, coordinate and monitor the effective and efficient delivery of social protection interventions through central and local governance structures. The stated juvenile correctional training centre mission seems to address issues of poverty alleviation, self-reliance and social protection services. Given the above issues, there is a need to examine the inputs of other key stakeholders to see how they illuminate on the stated issues.

4.4.2 Value of TVET Programmes to Juvenile Offenders

The interviews and FGD examined participants' perceptions on the importance of TVET programmes in correctional training centres in Zimbabwe. When asked about their opinion regarding the inclusion of a TVET curriculum in correctional training centres, all participants agreed that a TVET biased curriculum for juvenile offenders was the foundation of any rehabilitation programme but cautioned that this should be delivered in a non-formal way as opposed to the formal public education system. An examination of all interview reports and FGD transcripts revealed a consensus in that a TVET biased curriculum for youth in conflict with the

law can respond to the needs of these learners coming from different socio-economic and academic backgrounds as these trainees can be prepared for gainful employment and sustainable livelihoods. Several trainees revealed that an educational programme with practical courses was the best for the rehabilitation of juveniles in conflict with the laws as shown by their extracts below.

T1: *The courses we do with our hands will get us work.....*

T3: *The courses will give us skills that so after leaving this place, we do not find employment but work on our businesses.*

T5: *The practical courses we do will make us think of clever ways to make more money, and by working we keep our bodies fit and strong.*

T2: *I like courses where we use our hands because they give me life after I leave this centre. I work, and people pay me.*

T8: *It is very, very, good to do this course here because it gives me another chance to go to school.*

T7: *It is better to learn a course with your hands because you do not have to wait for someone to give you money, and it makes us keep fit all the time.*

T4: *Let's say you are a builder, you build houses, people know you very well and you will be chosen to become a councillor [political ambition].*

One of the trainers also confirmed the above sentiments:

TR2: *If done properly such a programme has a positive impact to the trainee, society and family. These youths can develop their communities if they organise themselves, say by forming building brigades...that will definitely keep them out of trouble. This is an important aspect of nation-building, a move in the right direction.*

TR1: *Our youths gain practical knowledge and skills they need to get employment without having to spend unnecessary time on theoretical and abstract concepts.*

One of the ex-offenders had no kind words about the importance of the TVET curriculum being offered in correctional centres when he said that:

EO2: It is not that useful to learn the courses at the reformer [correctional training centre] because every time you are always moved to another reformer and this disturbs you. You will end with nothing. I did not finish my course since I was transferred every time. I don't have any skill and I am a dagga boy [general hand] on a construction site....so to me it's a waste of my time.

The above excerpts indicate that the majority of the participants rated highly the inclusion of a TVET curriculum as part of the rehabilitation programme of the juvenile offenders although there appear to be some shortcomings emanating from the administration of the programmes. During our discussion on the possible benefits of the TVET programme, the trainees from facial expressions appeared to be happy, excited and satisfied with the inclusion of the TVET programme to youths in correctional centres. Even during the FGD, trainees came up with diverse socio-political and economic benefits they hoped to derive from a TVET biased curriculum. These included acquiring readily employable skills for the world of work, earning an income, overcoming abject poverty, and accessing higher education, and even representing people at political forums as an elected councillor.

Again from the interviews and discussions with participants, it became clear that the youths were sceptical about joining the formal school system after their sentence but were looking forward to a productive working life through income-generating projects or as employees in various companies.

4.4.3 Participants Perceptions about the Programmes being offered at the Selected Juvenile Correctional Training Centre

The findings in this section are primarily based on the interviews and the FGD. The interview and FGD question were targeted at finding out whether the TVET curriculum documents being used at the juvenile offender correctional training centre met institutional and trainees' needs. The majority of the participants revealed that the TVET curriculum documents being used by the

training institution did not meet the needs of trainees and institutional vision as revealed in the following extracts:

CH: *We have realised that our children have a passion for and are gifted with their hands. Our mandate is to train them to become skilled tradesmen in the two areas not to prepare them for higher formal education but these training manuals [waving the documents] which are currently being used are not suitable for the trainees who have poor educational backgrounds with some of the inmates totally illiterate.*

TR1: *After completion of the committal, these youths do not proceed with formal education. They are not accepted in these formal schools either. Some are stigmatised such that they end up dropping out of formal schools. So the MoPSE syllabus we have been asked to use for training purposes is not the best for the institutional vision and trainee aspirations.*

CS: *As I see it, the programme content has lots of theory which does not benefit the type of child we are trying to skill. This content requires complementary science and mathematics subjects which my young brothers and sisters [juvenile offenders] do not have; hence it is my opinion that very little learning is taking place. I think there is a mismatch between what is currently being offered to learners and what those learners want to do in life.*

TR2: *The wards [juvenile offenders] always complain that the courses have no future benefits when compared to what is being offered by other training centres. I also feel that the model of training which we are using is not the best for both the institution and these youths.*

EO2: *Personally, I think the teachers should not make these children write notes as we used to do. They will not learn anything, my brother. I think what they are learning now is more difficult for them. These children need more time for skills in new course areas, not bricklaying and carpentry only.*

EO1: *I think the reformatory should change what they are teaching our children and teach them something which can give them jobs, or zvekuzvibatsira nazvo(**shona**) [self help business]. When I was there [at the correctional centre], we were busy writing notes every day, no practical. That did not help me at all.*

The administration staff and the trainers expressed their reservations over the adoption of the MoPSE syllabi for training purposes. An in-depth investigation of the source of the two syllabi being used at the selected juvenile correctional training centre revealed that the training centre had merely adopted MoPSE model of teaching school-based practical subjects hence the use of the same documents being used in the secondary schools. The issue of MoPSE syllabi being used for training purposes was further clarified by the correctional centre head and one of the trainers who said that:

CH: *The institution adopted the ZIMSEC syllabus for training purposes. If I can take the Building syllabus as an example....This syllabus is the one being followed by formal secondary schools where learners are expected to sit for a public examination in their fourth year. The syllabus has a practical component, design component and theory component. The summative examination has the same components. The adoption of such a formal syllabus to be used in a non-formal set up like ours will certainly disadvantage out learners right from the beginning and is just not the way to go.*

TRI: *At this training centre we are using the O-level Building Technology syllabus for our training purposes. From the whole syllabus document, we have selected areas which we think are beneficial to our trainees and we have managed to produce our own training document. Most of the learners are academically challenged so we are compelled to avoid lots of theoretical work and building drawing components; this is contrary to the syllabus expectations.*

The trainees expressed similar sentiments when asked about their perceptions of the two courses they were studying. The following excerpts are instructive of the above:

T5: *At the workshop there, we spend the day writing notes and the teacher teaches in English we don't hear [understand] him..[Most of the work is theoretical and some of us do not understand what the teacher will be saying].*

T8: *At this training centre, I can say we are forced to do bricklaying and carpentry as if we are all going to be builders and coffin makers after leaving this centre [laughter].*

T3: Being a girl [pause, noticeable change of voice tone] I don't find these courses interesting at all. I like sewing, cookery and hair dressing. Being asked to do these courses [bricklaying and carpentry] is more of a punishment to me....at times I think of running away.

T6: I enjoy working with hands rather than listening to the teacher. I feel more time should be spent there [pointing at the workshops]. not sitting and writing.

T4: ..each one of us here has a job he wants to do in life. Some want to drive these big lorries, others want to do computers, music, acting, sewing and many other courses but they are not being done at this training centre.

Apart from a narrow TVET curriculum being offered and unsuitable syllabi being used at the correctional training centre, participants raised issues about the nature of courses on offer. Trainees revealed that the two courses namely building and carpentry were suitable for the boy child only. Traditionally Zimbabweans believe that some types of jobs are preserved for a particular gender group. This is despite the tremendous efforts being made by gender activists to eradicate gender disparities in TVET courses. Given that the majority of the student population at the selected juvenile correctional training centre was males as compared to their female counterparts, this gender imbalance among many other factors could be attributed to the introduction of a TVET curriculum with a bias towards male-dominated courses. The challenge of gender inequality is not peculiar to the selected case study only but a national problem emanating from the colonial education system and some cultural stereotyping in patriarchal cultural setup.

In response to a question to establish what exactly could be missing in the current TVET programme being offered at the correctional training centre, the Centre superintendent and trainee emphatically revealed that:

CS: Skills, skills, and skills. These children are not getting the best skills training from the current training programme. The present set up equip them with foundational skills, just the basics, after their time is up, the learners will be half baked and will not engage in any

meaningful self-employment neither will they be competitive enough to secure employment from companies.

T4 : ..we don't like to be carpenters and builders [inaudible interjections and signs of approval by other participants]

Criticisms made with reference to the current TVET curriculum are germane. Observations made by the correctional centre administrators and ex-offenders are in tandem with views expressed by the trainees who participated in the FGD who are of the view that the current model of training is not in sync with desirable competencies for self-employment and work. The correctional training centre administration staff and trainers agreed right from the beginning that syllabuses being used to train the juvenile offenders would not yield expected results.

4.5.0 Strengths and Weaknesses of the TVET Curriculum being offered at a Selected Correctional Centre in Zimbabwe

4.5.1 Programme SWOT analysis

A SWOT analysis was conducted to gain insight into current practices, to enhance the quality of these programmes by improving current practices. Results of this analysis may assist in casting a sound footing for initiating competent programmes or replacing irrelevant programmes with innovative and relevant ones. Information was gleaned from key curriculum documents such as institutional policy documents; strategic plans; syllabuses; annual reports; assessment and evaluation reports, mark schedules, assessment procedures, mission statements, academic planning documents, and schemes of work. In addition, complementary evidence was also gathered during the lesson observation and classroom 'walk through'. In this section, the researcher presents the findings of the SWOT study, starting with table summaries of issues from the SWOT analysis. Key issues have been categorised in themes and the most frequently occurring categories are presented underneath each SWOT area. From this analysis, one can deduce some initial findings of the nature of the TVET programmes being offered at the training centre as seen in Table 4.3 up to Table 4.6. The issues are not placed in any order of importance and will be discussed under the themes which are to emerge during data analysis.

Table 4.3: Summary of Observed Programme Strengths

Strengths in the programme

- Well-grounded theoretical knowledge.
 - Inclusion of the life skills component in the programme.
 - The adopted ZIMSEC Syllabi was compiled by partners with diverse industrial experiences.
 - Content of the programme has project-based components.
 - The adopted ZIMSEC Syllabi recommend design approach to learning.
 - Promotion of gender sensitivity, inclusivity, equity and respect (Hunhu/Ubuntu).
 - Highly qualified teaching personnel.
 - Large tracts of land for agriculture and infrastructure expansion.
-

Table 4.4: Summary of Observed Programme Weaknesses

Weaknesses in the programme

- Policy inconsistencies.
- High trainer/trainee ratio.
- No clear learning path established for those who wish to further their education.
- The training manual crafted at the training centre has limited teaching/learning methods.
- Theory oriented training manual.
- Limited workshop practice time.
- Exclusion of key learner exit profiles in the programme.
- Curriculum content does not cover new trends in the labour market.
- Essential skills/competencies are missing on the functional document.
- Limited trainee assessments noted which do not cover all learning aspects the trainee learned.
- Limited teaching and learning resources.

- Absence of ICT programmes.
- Rudimentary and redundant skills (raw craft skills).
- The training period is very short.
- A supply-driven curriculum with no link with the labour market.
- Inadequate facilities for practical lessons.
- Absence of entrepreneurial skills.
- Absence of a quality assurance system for the TVET programmes.
- Absence of internship programmes.

Table 4.5: Summary of Envisaged Programme Opportunities

Opportunities of the programme

- Renewed interest in TVET by the government through ZIMASSET and vision 2030.
 - Increased demand for practical skills through a revival of the industrial sector and adoption of the new heritage-based education 5.0.
 - A record increase of possible donor funding as Zimbabwe opens space for business.
 - The keenness of businesses and Industrialists to collaborate with correctional training centres through the recently adopted education 5.0.
 - Possibilities of increased technical expertise as Zimbabwe embark on national and international reconnections.
 - Personal development opportunities.
 - State and nationwide demand for skilled technologists is projected to increase in the new dispensation.
-

Table 4.6: Summary of Possible Programme Threats

Threats to the programme

- Restrictive state budget.
 - A perennial negative attitude towards TVET programmes.
 - Inadequate funding.
 - Lack of capital to start individual businesses or trades.
 - Absence of regulation and protection policies for youth training.
 - Lack of means for self –employment.
 - Absence of external examination and certification by a reputable examination board.
 - Few opportunities for further skills development.
 - A general negative attitude towards empowering juvenile offenders through a robust education system.
-

4.5.1.1 Frequently Expressed Programme Strengths

It is appropriate to identify major strengths of the existing TVET curriculum before reviewing areas of concern. From curriculum documents availed for analysis, the researcher noted several strengths in official curriculum documents being used by the selected juvenile offender correctional training centre as summarized in Table 4.3.

The ZIMSEC syllabi documents from which the trainers crafted their training manuals were found to be very rich in terms of theoretical knowledge. The syllabi were well-grounded and complemented the proposed practical skills to be mastered by trainees well. The inclusion of life skills focusing on HIV/AIDS preventive information and awareness is praiseworthy and the involvement of curriculum specialists and industrialists in the compilation of the main syllabi documents is also commendable. Another noted strength of the TVET curriculum documents lies in its strong will to address issues of gender parity and inclusivity. These attributes, in turn, shaped the vision and mission of the TVET curriculum of the selected correctional centre.

Staffing issues have severe implications on curriculum antecedents, transactions and outcomes. The training centre has a staff complement of 14 members of staff. Out of the fourteen staff members, 4 have been seconded to the training section as TVET trainers and the rest are either in the administration, offer counselling services or look after the wards in their residences. The 4 TVET trainers have technical teaching diplomas in secondary education. The trainers who have class 1-journeyman qualifications in their area of specialisation were seconded to the institution by MoPSE. The Department of Child Care and Protection Services, on the other hand, recruited the administration staff and ancillary staff. Interviews with the administration staff revealed that the training institution was had highly trained and committed personnel, although the trainer /trainee ratio was observed to be very high, indicating a critical shortage of trainers. The juvenile offender correctional training centre had vast tracts of land suitable for infrastructural expansion, agricultural activities and many other income-generating projects

4.5.1.2 Frequently expressed programme weaknesses

Several categories of weaknesses were identified as summarised in Table 4.4. From document analysis and interviews with correctional centre administration staff, it appeared that the TVET curriculum implementation process had been stymied by numerous policy inconsistencies emanating from the two-parent ministries that preside over the education and welfare of the juvenile offenders. Policy inconsistencies appear to hinder the correctional training centre's prospects of adopting new programmes as they are an impediment to attracting key stakeholder confidence and support. This mismatch may have contributed to the already narrow curriculum on offer further disadvantaging the student population.

The researcher also observed that despite the high qualifications, there was still a critical shortage of training staff as depicted by an observed high trainer /trainee ratio and even the decommissioning of a once-thriving agriculture section resulting from a staff rationalisation exercise. The trainers, on the other hand, complained about a heavy workload arguing that each course area had three disciplines namely course-related theory, workshop practice and drawing and design. Taking the three components per course for the three classes seems to place an

unwieldy burden on the few trainers, and such a scenario could ultimately compromise on the quality of instruction and skills acquisition.

Although the trainers had the requisite pedagogical training, it was however established that they lacked necessary industrial experience and exposure to the latest technology being used in their respective subject areas. In addition, it was noted with concern that all staff at the correctional training centre did not have specialised training to deal with the unique psychological, emotional and learning needs of these marginalised youths.

As noted in section 4.4.3, the imposition of ZIMSEC syllabi designed for the formal public school system was observed to be a significant drawback to the training programme. Correctional training centre administration staff and trainers felt that the whole syllabi were not in sync with expected competences. The syllabi's over-emphasis on the attainment of multiple behavioural objectives at the expense of skills acquisition was another area of concern which was in contrast with the vision and mission of the training centre. Intermingled within a high student transfer rate are commentaries about a theory-oriented curriculum, a curriculum rated to be offering rudimentary and redundant skills, a curriculum content that does not appear to cover new trends in the labour market and a curriculum which does not provide internship programmes for its trainees.

Contact times for workshop practice

A close analysis of the master timetable for the training centre revealed that each class had been allocated 2 periods per week of subject theory and 4 periods per week of workshop practice. Each period was 35 minutes and this translated to three hours and thirty minutes of TVET contact hours per course, for each class per week. The recommended time, according to the syllabi is eight periods of 40 minutes in a five- day timetable for each course. Workshop practice is set to have 6 block lessons with theory getting the remaining 2 blocks. This translates to five and a half hours per course per week for adequate mastery of competencies. From this analysis, it appears that there is not enough time allocated for the workshop practice for the two courses offered at the training centre. Given this scenario, a criticism which was made with reference to the Zimbabwean curriculum by the CIET (1999) indicating that the national curriculum was too

theoretical, did not prepare learners for life and work and did not give sufficient opportunities to acquire work skills is also applicable to this TVET curriculum and questions of programme relevance arise. It has also been noted with great concern that the recommended time allocated for workshop practice does not in the end produce an artisan endowed with requisite skills to start an enterprise or to be absorbed in the industry.

Teaching methodologies

This was a critical area of the curriculum implementation process. The researcher was afforded an opportunity to observe how teaching and learning sessions were conducted at the training centre. At the same time participants, opinions were sought with respect to teaching and learning methodologies used by the trainers. In response to a question focusing on the teaching methods being used by trainers, the trainers, CDU subject managers and correctional centre administration staff concurred that the syllabus document was clear about the various teaching methods to be employed and these included problem-solving approaches, design-oriented approaches, field trips, demonstrations, projects, research, discussions, group work, case studies and school on the shop floor. Despite the presence of a document guiding the trainers on the teaching methodologies to be implemented during the implementation phases, it is interesting to note that all participants held a general view that the teaching methods employed by trainers on the ground were not effective enough to produce graduates who could be employable or who could eke a decent income through self-employment.

On the possible reasons for the limited use of teaching /learning methodologies recommended in the syllabus document, the trainers highlighted the following responses:

TR2: *The training document is clear about the teaching and learning methods which we must use. However, the nature of the training environment and the security specifications, limit us from going out on field trips and inviting experienced elders from the communities to demonstrate certain skills. Absence of basic equipment like projectors and computers limit our focus to the usual chalk and talk sessions. In addition, the use of the internet is also restricted to staff only since it was felt that offenders may abuse the facility by committing further crimes.*

TR1: *The nature of the school, does not allow us to use all methods proposed in the syllabus therefore we resort to chalk and talk, group work and demonstrations only. We would, however, appreciate more site visits to the local community or companies.*

In response to the question that focused on the teaching methods being used by their trainers during theory and workshop practice sessions, trainees during the FGD raised the following pertinent issues:

T3: *These teachers should teach us skills on how to solve problems in these courses so that when we leave this place [correctional training centre] we will not face challenges. As it stands, the teachers just tell us what to do and we follow. ... they must give us real projects just like the ones we are going to do outside there[communities] so that we can make things that people like...*

T4: *We also need to be given a chance to work in groups. When people are building a house they work together... That way, we all help one another.*

T6: *... we must go be allowed to visit some of the places ... to see some of the things we are learning from books.*

T5: *Some of these teachers do not handle us properly. They always suspect that we are criminals [laughter by other participants]... In class, they favour those with a clean history. They must be trained to treat us fairly.*

From the excerpts given by the trainees, it appears that the juvenile offenders are still treated with suspicion regardless of being detained at a correctional facility and the teaching staff did not deploy the envisaged ‘hands-on’ approach in their teaching and learning. The learners appear to be calling for problem-based teaching and learning based on the production of artefacts which can be marketed. Observations revealed a calculated use of lower order questioning techniques to judge and improve learners’ understanding. As for recommendations by participants, these classroom practitioners were called upon to adopt coherent and practical approaches to teaching and learning TVET courses, using methods that are learner-centred, participatory, collaborative, multidisciplinary and multisensory based on problem identification and problem-solving

strategies. Additionally, the juvenile offenders urged the trainers to organise field trips and to avoid stigmatising the learners based on their criminal records.

Class instructional delivery observation report

The interview reports on teaching methodologies being used by trainers were also triangulated with a class instructional delivery observation report, as illustrated in Table 4.7. Data was collected through a class observation session where the researcher observed one of the trainers conducting a practical lesson. The performance-based evaluation report was critical in evaluating key curriculum implementation variables and in supplying information and feedback regarding effective practice. The observation report was also essential in triangulating information obtained from the interview sessions. The classroom observation report was used to collect information pertaining to how trainers carried out their practical demonstration lessons, the extent of implementing the learner-centred approach, syllabus interpretation, and to observe the verbal communication of trainers as they interacted with trainees. Table 4:7 summarises key points noted during a lesson observation exercise.

Table 4.7 evaluation descriptors/criteria reflected the following key professional attributes: lesson planning; lesson delivery; classroom engagement and environment and finally, assessment and evaluation. For the practical lesson observed, there were 24 juvenile offender trainees. Considering that this was a particular class, this was rated as a large class for a single trainer to attend to individual student needs and effectively impart skills in the absence of a technician as in the observed case. From the lesson observed, it was pleasing to note that the trainer's planned work had S.M.A.R.T objectives (Specific, Measurable, Achievable, Realistic and Timed) and consistently reflected activation, acquisition and application of theoretical content.

Critical issues were noted under the demonstration of skills. Issues to do with inappropriate instructional strategies, cases of student indiscipline and limited use of teaching and learning media were noted. Overall one can conclude that the trainer had class management shortfalls when dealing with a particular class of this nature. The technical language, which was used by the trainer, was also rated as inappropriate to students' abilities and backgrounds. The trainer

used many technical terms and trainees appeared to be unfamiliar with the theoretical jargon being used. These findings were in coordinated with findings from interviews and the FGD.

Table 4.7: Performance-Based Trainer Evaluation Report

Evaluation of Focus Areas	Comment
Planning	<i>The teacher developed learning objectives that were appropriate for trainees. Generally, objectives were measurable and achievable within specified time frames. The teacher planned and sequenced instruction, including relevant content and there, was clear and coherent linkage with trainees' prior knowledge. The lesson plan consistently reflected activation, acquisition and application of content</i>
Lesson delivery and demonstration of skills	<i>The teacher used language and terms that failed to engage learners and resorted to the lecture method with very little learner to learner rapport. Group work or other instructional strategies could have enhanced learning. Learners were generally quiet, withdrawn, and less participative despite the fact that this was a practical lesson. Trainees were not accorded the chance to practice the skills demonstrated by the trainer, instead were asked to draw the project which was supposed to have been constructed.</i>
Classroom engagement and environment	<i>Generally, the teacher had a positive rapport with most of the learners and thus created an environment conducive to learning. There was no evidence of varied learning situations. The teacher displayed limited strategies in dealing with isolated cases of indiscipline. There was limited use of teaching and learning media to enhance learning.</i>
Assessment and Evaluation	<i>Learners received occasional feedback about their performance from the teacher. Most of the questions were of the low order type and data on learner progress was collected through teacher made tests only. At the time of the visit, the trainer had not recorded any practical mark suggesting that trainees had not been given a practical project.</i>

Assessment issues

The interview questions and the FGD focused on the modes of assessment being implemented at the correctional training centre and how the assessment data is used. Interview questions further addressed the relevance of the assessment methods in meeting individual and organizational needs. Findings reveal that continuous internal assessments and other school-based tests were being carried out in both the building and carpentry sections but learners do not write any public examinations since the institution is not affiliated to any public examination board. Trainees, however, revealed that the theory assessments being carried out by their trainers were of little value to them as shown by the following extracts:

T6: *We write tests, yes. But we get zeros [laughter].so..soooooo [inaudible interjections by other participants] so, me, personally, I always pretend to be ill when there is a test.*

T2: *Tell them to give me a wall to build. I build straight.Me, I don't want to write tests, what for?*

T5: *After doing the courses and writing tests I don't get a paper [certificate] to use for work.*

T7: *When I leave this place there is nothing to show people out there that I passed building or carpentry.*

The trainees expressed their unwillingness to write tests and from the extracts, it appears that they call for a paradigm shift in the way the courses are taught and assessed. Trainers and an ex-inmate in the following excerpts confirmed these assertions:

TR1: *Yes we conduct continuous assessments but there are no summative assessments for the two courses on offer. Again students are not awarded any certificates upon completion of their training making it quite difficult to find jobs out there or to go for further training in vocational centres which have been established in the country's ten provinces. Due to an acute shortage of materials, assessments are mainly focused on the cognitive aspects at the expense of the psychomotor domains. This derails the programme focus.*

TR2: *In the current scenario, school-based assessments are of no value if there is not going to be a recognised qualification in the end and worse for the academically challenged group like this one....there must be a radical shift in the way we assess our trainees.*

***EOI:** During our time [at the correctional centre] we used to write tests and could not take the test exercise books home [laughing]... there were all zeros. If they are still doing that..aaaah, then I am sure nothing will come out. That much I know for sure.*

The practical bias of the TVET programme calls for continuous assessments with a summative assessment by a recognized examination board so that the trainees will be certified. In this regard, ZIMSEC and the centre superintendent had this to say:

***ZIMSEC:** Although the correctional centre offers free training to the wards, it is sad to note that at the end of the programme the trainee does not get a certificate. Their certification is important in that it decreases some of the stigma attached to having been an offender and enhances their ability to find employment. Efforts should be made to partner with a reputable examination board for external examination and certification...*

Whilst the syllabi being followed by the trainees recommend that they sit for an examination at the end of their training period, the situation on the ground is quite different. Absence of such a summative evaluation and certification by a reputable examination board seems to reduce the whole training to a mere gap filling programme, which is likely to threaten its existence. This appears to put a dent on an otherwise noble cause for the marginalized group of youths.

Industrialists, ZIMSEC and HEXCO subject managers recommended that there be a radical shift from the current assessment methods being employed by the trainers. The following recommendation was given by a subject manager from HEXCO:

***HEXCO:** The students should be trade tested in their specific fields so that they are awarded a certificate of completion or a journeyman class. The institution can register with HEXCO for the short courses they may wish to offer, this way the correctional training centre may benefit from a manpower development fund which is disbursed to training institutions affiliated to them. Quality control issues will be taken care of leading to certification of successful candidates by an accredited examination board.*

There is an expressed need to overhaul the current assessment practices adopting more of problem-based design biased assessment that enhances problem-solving skills, increases

intellectual curiosity and improves attitude towards schooling. To motivate the trainees and solve problems emanating from constant movements of juvenile offenders as they are transferred from one centre to another, the correctional centre administration staff and trainers called for the adoption of a centralised individual progress record of assessment. In this regard, the centre supervisor had this to say:

CS: Whilst formative assessment is taking place in the two sections, I would propose an assessment based on a logbook which is taken by the student from one centre to another as he is transferred by authorities. Such an assessment will act as a reference point for the next trainer to know what the student has covered and to trace his progress. The logbook continuous assessment record encourages students learning interest and builds up his self-esteem and self-confidence. In some cases that record can be used when applying for employment or school application.

The adoption of a portfolio assessment system based on a logbook system was seen as a way of tracking progress made by the student in training centres where there is the high mobility of students as they are transferred from one institution to another. The trainers also concurred with the centre supervisor on the issue of adopting the portfolio method of assessment in the excerpt below:

TR1: I have always told people at our administration that the nature of training and the teaching and learning environment plus these untimely transfers would require the introduction of an individual record of assessment book for each trainee. This will be a mere collection of the trainee's work exhibiting progress achievements and this record helps in reflective assessment and encourages student involvement in the whole skills acquisition process.

TR2: As a solution to the problem, I also propose the development of an assessment instrument which covers all training aspects. This will be in the form of a folio or logbook which the student can use as soon as he is transferred from this institution. This instrument will have all his projects assessed, his behaviour rated, his weaknesses... and almost everything. The school can also keep a copy for future references.

From the excerpts presented, it appears that there is consensus that assessment is limited to school-based tests only and sadly, assessment has not been used as a rehabilitation component or for remediation. Therefore, there have been calls for a reconsideration of the assessment strategies so that trainees and all other concerned staff at the correctional training centre could proactively and regularly share insights about trainee progress and to establish regular feedback loops with the trainees meant to support constructive conversation about their performance, progress and improvement based on assessment data. In addition, there was consensus from the alumni interviewed on the need to assess and document student progress after they graduate from the correctional centre as a way of ensuring the effectiveness of the TVET programmes and as an evaluation of the programmes being offered.

4.5.1.3 Frequently expressed opportunities to enhance the TVET curriculum

There are greater opportunities that can be realised from the TVET programmes as summarized in Table 4.5. The recent changes in the country's political landscape appear to be creating numerous opportunities for TVET training centres. There are many opportunities to be realised from the government's thrust towards rebuilding the battered industrial sector that would empower the youths through funding and other programmes. Increased demand for practical skills through a revival of the industrial sector offers a potential opportunity for more funding to be channelled towards the training of manpower. The Zimbabwe education sector has traditionally been focused on three missions, namely teaching based, research-based and community service-based often referred to as education 3.0. The new thrust which is referred to as education 5.0 characterised by the adoption of two additional missions, namely innovation and industrialization has placed all institutions offering TVET programmes on an exclusive funding priority list. The proposed funding may also benefit correctional centres and other rehabilitation centres that are running TVET programmes. In addition, the designing of a national youth policy has created an enabling environment for the government, the donor community, the business sector and the private sector to marshal resources necessary to implement all TVET programmes offered to the marginalised youths.

There are greater opportunities emanating from the availability of large tracts of underutilised land at the selected juvenile offender correctional training centre. The correctional training centre has sufficient land for possible expansion of the youths' training centre and establishment of TVET based industrial incubation hubs that can absorb the graduates from the correctional training centre as well. Finally, there is also an opportunity for an increased partnership with the industry and business sector emanating from an increased state and nationwide demand for skilled technologists that has been projected to increase in the new dispensation.

4.5.1.4 Frequently expressed threats to TVET curriculum

As part of the analysis, the threats or challenges were ascertained as summarized in Table 4.6. A negative social perception and stigma about TVET programmes emanating from a historical perception that such programmes are for academic rejects and slow learners may pose a considerable threat by way of reduced trainee demand. In Zimbabwe, there are still many people who do not regard TVET programmes as anything other than a type of curriculum for slow learners. The argument is that slow learners may benefit from these subjects that demand more work that is physical. This has created a lot of observed resistance to participation in TVET programmes by learners. Channelling pupils into TVET biased curriculum may appear to be condemning them to inevitable doom, and the ultimate effect is that the TVET programmes will always be associated with academic under achievements and failure.

Increasingly a restrictive state budget was seen as a potential threat to programme expansion. Thus inadequate funding was identified as both a weakness and a threat. Inadequate funding does not allow for the acquisition of basic equipment and learning material for practical experience. This has a negative bearing on curriculum implementation. As summarised in Table 4.6, graduates from the correctional centres often found it very difficult to secure start-up finance for their enterprises and some could not get land to establish their workshops.

Furthermore, the absence of entrepreneurial skills to bolster the training programme exacerbated the situation. From my informal interactions with the training staff and members of the administration staff, it appears there are no follow up programmes or refresher courses targeting graduates of the institution hence the whole administration appeared not to know where their

graduates go after leaving the correctional training centre and challenges which they encounter because of their training programmes. This often leaves ex-offenders at the mercy of communities that at times may not be supportive, forcing them to recommit crimes.

In this study, the researcher examined the strengths, weaknesses, threats and opportunities (SWOT) of the identified case study to gain insight into current practices and to determine what lessons can be learned, to help improve the existing programme and to lay a foundation for future programme reforms and evaluations. The analysis was based on the perceptions and experiences of several key stakeholders including, past and present participants, instructors and employers.

4.6.0 Curriculum Implementation Challenges

4.6.1 Challenges related to curriculum Antecedents, Transactions and Outcomes

The issue of challenges became a central issue in the evaluation exercise since it involved all the three curriculum stages, namely: antecedents; transactions and outcomes. Data obtained from interviews FGD and document analysis was synthesized and triangulated. Participants raised issues regarding some of the impediments to proper implementation of the TVET curriculum at the training centre. The following sub-themes emerged from an analysis of curriculum design and implementation challenges: Challenges related to policy issues, problems relating to the nature of the programmes on offer, those associated with the delivery of the curriculum, infrastructure and assessment challenges.

4.6.2 Challenges related to policy issues

Several issues were raised by participants regarding policy issues impeding the successful implementation of the TVET curriculum at the selected juvenile offender-training centre. This was in response to interview questions that sought to address the relevance of the curriculum content to the needs of the learners, recruitment of staff and assessment. In response to a question on the awareness of a policy provision for juvenile correctional training, the centre supervisor observed that:

CS: *[eyebrows raised] There are no clear policy initiatives on correctional TVET education programmes. Here we have a mixed grill type of institution where policies are being pushed from the MoPSE whilst others come directly from our parent ministry which is Ministry of Public Service, Labour and Social Welfare. For instance, staffing issues are controlled by Ministry of Education policies based on their prescribed teacher/pupil ratio yet initial recruitment of trainees is done by the Ministry of Public Service, Labour and Social Welfare based on its policies and the syllabus being followed has been prescribed by MoPSE which is basically suitable for a formal education system.*

TRI: *The adoption of MoPSE policies and guidelines in an institution which is under the administration of Ministry of Public Service, Labour and Social Welfare has more problems than solutions in terms of human resource recruitments and expansion of the curriculum, curriculum content and infrastructure development.*

CH: *This training centre has no control over the appointment of teachers which is being done by MoPSE. MoPSE follows a teacher/pupil ratio when seconding teachers to schools. The current MoPSE policy recommends a single practical subject teacher at any given institution for every hundred pupils. The training centre policy from the Ministry of Public Service, Labour and Social Welfare, on the other hand, recommend a teacher/pupil ratio of 1:15 considering that this is a special training school. Given such a scenario, we do not know what to do, which policy guideline to follow.*

CDU1: *It appears the expansion of TVET curriculum is being stifled by lack of a formal relationship between the MoPSE and Department of Child Care and Protection Services in terms of an inter-ministerial policy guideline governing curriculum development, implementation and evaluation.*

CDU2: *Absence of a channel of communication and policy direction between the Department of Child Care and Protection Services and MoPSE on matters to do with training and secondment of teachers to handle juvenile offenders is blocking the development of programmes for these vulnerable youths. The existence of the correctional centre education outside MoPSE has not helped matters regarding quality of programmes, material support and assessment issues.*

ZIMSEC: I think our correctional education system is very flawed; firstly, we do not have a policy framework that supports it. If such a policy existed then, we should know the government responsibilities, those of the training centre and family responsibilities regarding the rehabilitation process in general and mainly, how the juvenile offenders are to be assessed at the end of the day.

Data presented seem to point towards policy inconsistencies between the ministry responsible for correctional services and that of education and this has detrimental effects to staffing, curriculum implementation and review, and quality control of the juvenile correctional educational programmes. Similar issues were also identified in the SWOT analysis conducted, and the centre superintendent's body language could be interpreted as indicating confidence and truth in what he was explaining. From presentations made by participants, it appears that correctional education as a whole is caught in a conundrum in terms of conflicting policy issues emanating from parallel structures, one b run by the Ministry of Public Service, Labour and Social Welfare and the other run by MoPSE. Finally, failure to complete the TVET training programme by some trainees was also blamed on the Department of Child Care and Protection Services' current skewed policy on transfer of juveniles in correctional centres.

4.6.3 Challenges related to syllabus design

Two industrialists who were interviewed provided the business/industry perspective of the TVET curriculum being followed at the selected juvenile offender-training centre. Their comments were based on the syllabus documents that they analysed. The industrialists made the following observations:

The syllabi documents lack key expectations of the working world. They are theoretical and exam orientated suitable for an institution with a formalised educational learning path (they are not demand-driven).

- The syllabi documents lack key expectations of the working world. They are theoretical and exam orientated suitable for an institution with a formalised educational learning path (they are not demand-driven);

- The training documents that have been extracted from the official syllabi lack the standardised competency achievements in their aims, objectives and content;
- Pedagogical approaches must place greater emphasis on application and problem-solving matters. Some of the proposed approaches are difficult to implement in a correctional setup;
- The programme objectives are mainly behavioural; rather, they should be skewed towards skills acquisition;
- Consider introducing an internship as part of the training programme. If this is not applicable at the correctional centre for security reasons arrangements can be made to deploy the youths in government-owned parastatals; and
- Trade testing of trainees should be part of the overall summative assessment of the training programme.

Observations made by the industrialists are quite valid and the ideas mentioned most frequently and with the greatest intensity concerned theoretical dominated syllabi, pedagogical approaches that are skewed towards the teacher (teacher-centred), absence of internship and a trade testing model for the youths, similar sentiments were observed in the SWOT analysis which was conducted using key curriculum documents.

In response to a question, which sought to assess the level of industrial input into the design and implementation of the programme and their general view of the syllabus documents, other participants had this to say:

***TR2:** To answer your question, the understanding is that since industrialists were consulted in crafting of the MoPSE syllabuses, we felt it was really not necessary to consult them again when we drew our training manual from the same syllabi. We simply extracted useful sections from the main syllabus.*

***TR1:** Collaboration with these people [industrialists] must be established in order to produce graduates who are employable.*

The trainers generally agreed that the centre training manual being used had no input from the industrialists, and there was a consensus between the trainers interviewed that engaging key stakeholders was crucial in drafting their correctional training manual even though it was being extracted from a MoPSE document.

4.6.4 Challenges related to the TVET programmes being offered

In response to a question that focused on the overall perspective of the TVET curriculum being offered at the training centre, participants believed that the curriculum was too shallow and appeared to aim at producing tradesmen instead of creating entrepreneurs. Although participants expressed both positive and negative sentiments, the majority painted a gloomy picture of the curriculum offered at the selected training centre as shown by the following excerpts:

CH: As I said before...our curriculum is too shallow. It must be expanded to include other short courses like agriculture, foods, cake making, barbering, sculpturing art, mushroom farming, AutoCAD drafting, fence making, soap manufacturing. These short terms demand-driven programmes will also take care of those learners who have a short period of rehabilitation and those who are not literate will also find something interesting to do.

CS: The current set of courses on offer in our curriculum is not that empowering, and do not bring integrity to offenders.it appears no curriculum review was carried out as far as I can remember....personally, I prefer short module based trades like barbering, cake making, sculpturing, performing arts, and fence making.

TR1: This programme was implemented without an analysis of the trainees' needs. What I know for sure is that some [juvenile offenders] want shorter modern courses which unfortunately are not on offer. The current TVET programmes on offer take long for one to master skills and realise their benefits before being released from this training centre.

TR2: Whilst it is a noble idea to offer technical skills to juvenile offenders, I feel that the courses and trades on offer are now a bit backward with very few takers in terms of employment and self-help projects.

The FGD also came up with similar sentiments regarding the TVET curriculum being offered at the training centre. The following responses were highlighted:

T8: [laughing] to tell the truth we will not get jobs with what we are doing. We are making ashtrays, and I don't think the industry wants us to do that. We shall end up being dagga boys... [the nature of the programmes on offer and how they are being taught does not guarantee one employment at all. The small artefacts which we are making will not sharpen the skills required in industries. So we will end up doing menial jobs after leaving this place.]

T2: We leave this place with very little skills....for example, during our building practicals we construct very small projects then we are asked to pull them down and in carpentry, we make tea trays and ball pen holder [head tilted sideways].

T6: Sir, I think we need to learn how to run a business also. Here we are not learning how to run business. I don't know how I am going to do that when I leave this training centre.

T1: [looking subdued and worried]... with the courses we are doing at the moment some of us cannot even read a tape measure. We don't know how we are going to work if we get jobs.

T4: (shaking her head slowly sideways with her face down)... we are doing two courses only! We need to have more courses on offer so that each one will get a chance and then choose. The girls must also choose their courses.

From the responses given by most of the participants' interviewed, it appears the responsible authority did not conduct a needs assessment before developing the TVET programme for the correctional training centre. Such an assessment ensures that the felt needs of the trainees are included and addressed by the educational programmes offered. The penitentiary administration staff, trainers and trainees felt that the TVET curriculum was too shallow and would certainly condemn the learners to blue-collar jobs. Given such a scenario, one can conclude that the TVET curriculum for the selected correctional training centre was designed mainly to keep offenders busy and was used as a control mechanism. The body language in all cases could be interpreted

to mean that the trainees had lost all hope for the future and that the training that they were purported to be undertaking was just a gap filler as they served their sentences. This scenario has implications on the value of the TVET programme for the offenders whom we expect to be economically empowered and socially reintegrated back into their communities.

4.6.5 Internship and trade testing issues

The trainers and trainees concurred with industrialists on the need for all juvenile offenders to be trade tested by a recognized national manpower training board so that they can at least have a journeyman class awarded based on their practical performance. Whilst this issue was seen as critical, one trainer (TR1) had this to say;

TR 1: At this correctional training centre, trainees are not trade tested because they do not stay long at the institution. Even for those on long committal periods, the nature of training does not lead to some trade testing since we do not have the required equipment and we do not meet the minimum hours in terms of practical exposure.

Another critical observation made was the absence of an internship in the programme. The industrialists were of the opinion that trainees be accorded time off their campus to interact with industries so as to be accorded a hands-on exposure to new technology and to further re-hone their skills. They even condemned the low levels of practical skills that some graduates who are attached to their industries exhibit, shifting the blame to a rather academic and theoretical training programme being offered by the technical colleges. The trainers who lamented the absence of internship in the training programme confirmed this.

TR1: The current training programme does not offer internship but as a trainer, I will endorse the inclusion of this component as it provides a rich learning curve for our trainees who currently have little experience and exposure to the latest technology. This also enables trainees to experience the culture of working life as part of their rehabilitation process.

Another trainer in the following excerpt echoed these sentiments:

TR 2: These juvenile offenders, just like their counterparts in other some African countries, should be accorded the chance to go for an internship as part of their training. This internship

programme exposes them to the world of work and to new technology on the market which they do not have in their training centres. Such a noble thing is also lacking in our present curriculum.

HEXCO and ZIMSEC participants raised similar sentiments when they said that:

HEXCO: *If possible the institution should consider incorporating trade testing and internship in their curriculum and award a certificate based on the trainee's performance.*

ZIMSEC: *If the courses could be restructured to have an internship component, that will be greatly appreciated since the juveniles can benefit from the 'hands-on' exposure.*

T3: *We want a chance to work with carpenters and builders doing houses so that we gain experience from them.*

T5: *Like what T3 has just said, we should be allowed to work with big companies we see in towns for us to learn new skills.*

CS: *(clears his throat)... as an administrator, I will endorse the inclusion of this component [internship] as it provides a rich learning curve for our trainees who have little experience and exposure to the latest technology. This also enables trainees to experience the culture of working life as part of their rehabilitation process.*

The aspect of the internship has featured prominently in the interviews conducted. The correctional training centre is not according the trainees an internship programme that they feel should be part of their training programme. Participants felt that the current training programme at the selected correctional training centre tends to put disproportional emphasis on the acquisition of raw craft skills with most of the participants opting for the company-based skills training was found to be geared to existing employment and has extra merit of being cost-effective. From the interviews, there was consensus in that the internship programmes merge trainees' skills gained at the correctional centre with real work experiences. This they argued will benefit the juvenile offenders in terms of them being marketable when they eventually leave the

training centre in addition to a host of other benefits cited in the text. A similar call was also made to introduce trade testing to award an appropriate journeyman class to deserving trainees.

4.6.6 Challenges related to the provision of Infrastructural facilities and training materials

Participants were unanimous on those aspects impeding on the proper implementation of the TVET curriculum at the selected correctional centre. The following distinct subcategories emerged: human resources, teaching and learning infrastructure and teaching/learning materials. All participants were of the common view that the absence of physical facilities vitiates implementation of the TVET curriculum. The following excerpts are instructive of the above:

CS: This place, as you can see is just open with no security and infrastructure has been vandalised. The current infrastructure has not been upgraded to suit expected standards; as a result, proper training of these cadres is grossly affected.

TR2: Resources are scarce, and there is virtually no funding for the courses on offer; hence the whole training is then misinterpreted as serving jail time since very little training is taking place.

TR1: The TVET curriculum is difficult to implement to meet specified objectives in the absence of training materials, equipment and work stations which correspond with the ever-increasing enrolment.

Participants during the FGD expressed similar sentiments to the individual interview responses regarding a shortage of practising space when they indicated that there is minimal workshop space for the large groups of learners and that the equipment available is barely adequate for active learning of the necessary skills. Some trainees even suggested that training centre administrators should borrow some of the learning materials from neighbouring schools or industries.... *that way, we can learn a lot more than we are currently doing (T2)*. The frustration over the shortage of working space was epitomized in this outburst by the correctional centre head:

CH: Given the state of the workshops and equipment at this training centre, the whole scenario is just 'babysitting' these young boys and girls while they are indirectly being punished for their misdeeds.

Given the above observations, it appears that the quality of learning achievements is being compromised by several factors, the prominent ones being sub-optimal teaching and learning conditions and inadequate infrastructure. Furthermore, the issue of big classes, insufficient teaching and learning materials coupled with an enrolment of trainees with a poor academic background exacerbated the situation. Through classroom walkthrough observation and document analysis, the researcher discovered that learners had no course-related textbooks and the trainers relied on their college resource files to address the demands of the syllabi. Additionally, the curriculum documents for the two courses did not prescribe the approved textbooks for training purposes, leaving the trainers uncertain as to which resources are best for this special group of students.

4.7.0 Support strategies to resolve the perceived challenges: Participants' perspective

After a discussion focusing on problems being faced in implementing the current TVET curriculum, participants who took part in the interviews and FGD came up with a raft of possible remedies or support strategies to challenges militating against proper implementation of the TVET curriculum at the selected correctional centre. From the data collected, the following themes were derived:

- The philosophy underpinning the curriculum;
- Curriculum issues;
- Teaching methodologies;
- Assessment and Certification issues;
- Infrastructure;
- Career pathways;
- Staff development;
- Partnerships with the industry/business community; and
- Policy issues.

One of the reasons for undertaking a TVET curriculum evaluation was to solicit stakeholder inputs on the philosophy of the curriculum vis-à-vis the institutional vision and mission. Participants felt that the curriculum content in the training manuals should be rebranded to instil

learner attributes that promote the Afro-centric philosophy of *hunhuism/Ubuntuism* as it is rooted in a strong will to address issues of self-respect, respect for life, community, property, work, patriotism and the laws of the country. This resonates with recommendations in MoPSE circular number 2 of 2007, which stresses the need for learners to leave schools imbued with national heritage and pride in their country.

On issues to do with the TVET curriculum being offered by the training centre, participants urged the responsible authority to synchronise the curriculum needs so that the skills taught to trainees is in accordance with industrial expectations. Related to this was a call for the content of the training to be re-honed to suit abilities, aspirations and needs of inmates and not to be crafted based on what the permanent training staff can conceivably offer. Overall, the responsible authority was tasked to lobby for full inclusion of different types of programmes to benefit these youths. In this regard, some participants had this to say:

CH: Short modular-based courses are the best for these juveniles. The courses must be taught based on a needs analysis and should be modern courses rather than waiting for bricklaying and carpentry.

EO2: ...relying on the two old courses is killing the future of these youths. Why not have motor mechanics, tailoring, barbing, sculpturing, art or even music?...I think the reformatory [correctional centre] should give these children the courses they want to do.

TR2: There must be a total overhaul of the current TVET programme to include modern short courses. I propose such courses like beauty therapy, ICT, art, music, drama, nutrition or even soap making.

The general feeling from participants about the courses being offered by the correctional centre is that the current syllabi which are being used are not suitable for the trainees who are of different educational backgrounds with some illiterate. The majority of the participants believed that the curriculum should impart an entrepreneurial culture among the juveniles through skills and business management training to increase their chances of getting employment after graduating from the institution or starting their enterprises.

CS: Entrepreneurial skills must be imparted to the learners through the establishment of production unit activities. This will pave the way for them to start their enterprises when they leave the rehabilitation centre. Such a model as you can see marries theory and practical.

INDUSTRIALISTS: School-based production units can be initiated where students get involved in entrepreneurial activities to sharpen business skills and nurture self-reliance skills.

TR2: Those responsible should introduce production hubs at the training centre where the trainees are taught skills while they produce artefacts which are sold, and they also benefit from their sales. This form of entrepreneurship at the base will then be expanded once the youths leave the institution when he/she may be given seed money to start his supervised venture. That way, learning will become more hands-on and profitable.

The correctional centre administration staff, curriculum development and evaluation specialists and selected industrialists also felt that the training institution should craft a proper career progression-learning paths or a career ladder so that learners who wish to take their education further may follow a given path leading to an award. The trainers proposed that trainees must either be awarded National Foundation Certificates which will then pave the way for further studies, e.g. National Certificate up to Higher National Diploma in the vocational field. There was a compelling call to create synergies between the training institution and the business community/industry so that programmes designed may be linked to the expectations of the industry and meet skilled labour requirements with the industry providing internship places to the trainees. Such partnerships, it was felt, could solve infrastructure shortages through funding from interested donor communities and donations of obsolete or excess equipment from the industrial sector.

Additionally, selected subject managers from ZIMSEC and HEXCO thought that the correctional centre could benefit from the Basic Educational Assistance Model (BEAM) that is a component of the government of Zimbabwe's Enhanced Social Protection Project (ESPP). Funds from these organisations could benefit the TVET curriculum implementation through the acquisition of

necessary training equipment and renovations of existing infrastructure. The trainers further proposed that the correctional training centres should collaborate with universities, polytechnics and vocational training centres. Such partnerships were seen to benefit the penitentiary centre in terms of critical skills development, innovation and technology transfer and access to complementary technological knowledge and manpower development of trainers through enrolment in further education programmes.

When it concerns staff development issues, it was recommended that trainers should be staff developed to be able to handle the special classes and to impart counselling skills necessary to rehabilitate the juveniles. Most of the participants also recommended that strategies should be devised to retain qualified and experienced staff through improving their conditions of service. Also, there was a call for curriculum implementers to be conversant with sign language to cater for those learners with hearing disability and others living with various disabilities who may be enrolled at the training centre. This is shown by their extracts below.

***T8:** We have some of us who appear to be mad! [Laughter by all participants]. They need teachers who know them. They cannot do these courses. [Juveniles with mental disorders need specially adapted training facilities and specially trained teachers. Asking them to do the same courses with us is just unfair and a waste of their time.]*

***CH:** Maybe intensive staff development workshops and in servicing the trainers could be a better option.....*

In response to challenges emanating from a mismatch in terms of policy issues, The correctional centre administration staff, trainers, ZIMSEC and HEXCO subject managers and selected industrialists lobbied for greater cooperation between the Department of Child Care and Protection Services and MoPSE on issues to do with implementation of education and training in the correctional services on a national, regional and local basis. Implementing the proposed strategies would go a long way towards re-visioning the TVET curriculum for the selected correctional centre.

4.8.0 Chapter Summary

This chapter has presented data collected from face to face interviews, FGD, curriculum document analysis and non-participant observation. The presentation and analysis were aimed at evaluating the TVET curriculum at the selected state-run juvenile correctional centre, and perceptions of key stakeholders regarding the curriculum were assessed. The main findings of this study have been discussed in line with the four research questions and objectives, and the evaluation is based on Robert Stake's Countenance Model of evaluation. The main items of curriculum evaluation that are goals, content, teaching and learning process and assessment issues were used as benchmarks. The results indicate that although participants gave positive opinions towards the TVET programme of the training centre, there were several outstanding issues regarding the implementation process. To realise the vision and mission of the correctional training centre, participants suggested a raft of strategies to resolve the challenges they faced. The next chapter provides the discussions, summary, conclusions and recommendations for policy and practice.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1.0 Introduction

This chapter discusses the findings of the study as they relate to the existing theoretical and conceptual framework presented in Chapter 2 with study recommendations being made. The chapter proceeds with a detailed discussion of findings based on the data presented in the previous chapter. The review of the study findings is framed by the four research questions and key themes discussed in Chapter 4. The chapter offers recommendations for improvement of design and practice to achieve programme sustainability. The limitations of the study are also outlined, and the chapter concludes by indicating recommendations for further research.

5.2.0 Discussion of Findings, Research Question by Research Question

The findings from the data presented in Chapter 4 are to be discussed in relation to the four research questions investigated. To avoid duplication of work, discussion for the last research question focusing on additional support strategies for successful implementation of the TVET curriculum will be fused into preceding research questions focusing on programme weaknesses and challenges militating against effective implementation of the TVET curriculum for juvenile offenders at the selected correctional training centre.

5.2.1 What are the stakeholders' perceptions of the TVET curriculum being offered at a selected juvenile correctional training centre in Zimbabwe?

Educational stakeholders in curriculum evaluation help in shaping the lives of inmates through the creation of skills empowerment programmes and other rehabilitation courses. In this study, all participants were afforded a platform to make their voices heard by expressing their opinions regarding the status of the TVET curriculum offered at a selected correctional training centre in Zimbabwe. Stakeholder perceptions expressed in terms of programme strengths, weaknesses, opportunities and threats create a valuable body of information for identifying areas for curriculum review and generate sound goals for making decisions to expand or upgrade the programme; based on their lived experiences. This discussion is grounded on the results of the

SWOT analysis, interviews and FGD presented in Chapter 4. *The following themes have been generated from the data presented in Chapter 4 and will form the basis of the discussion under this research question.* Stakeholder perceptions, as expressed in the:

- Philosophy, vision and mission of the juvenile correctional training centre TVET curriculum; and
- Goals, objectives, and values of a TVET Curriculum as a rehabilitation tool.

5.2.1.1 Stakeholder Perceptions of the Philosophy, Vision and Mission Underpinning the TVET Curriculum

The findings of the study reveal that the key TVET curriculum documents for the selected juvenile correctional centre have a strong emphasis on the Afrocentric philosophy of *Hunhu/Ubuntu* as it is in self-reliance, self-respect, self-identity, respect for life, property, laws, and patriotism (see Table 4.2). These attributes and values also appear to have shaped the vision and mission of the selected juvenile correctional training centre. Edger and Rao (2003) hail the focus on educational philosophy in any curriculum evaluation exercise as this helps in shaping the vision and mission of the institution as well as the aims and content of the curriculum.

Being guided by its philosophy, and the need to prevent recidivism, the correctional centre is therefore credited for crafting a TVET curriculum for its marginalized group of juvenile offender trainees which, based on documentary evidence, seem to address the lifelong needs of the learners through the acquisition of psychomotor skills. Reviewed literature strongly supports this move (see: Doll, 1992; Harper & Ross, 2011; Hunkins & Hammill, 1994; Kelly, 2009; McCutcheon, 1982; Terwel, 1999) as TVET education has been seen as a panacea to providing jobs for the ever-increasing youth population, alleviating poverty and promoting the economies of both developing and developed nations.

Zimbabwean beliefs and values underpinning the curriculum as gleaned from the curriculum documents included an appreciation of the dignity of labour, integrity and patriotism based on *Hunhu/Ubuntu* attributes (see appendices P and Q, syllabus rationale). This implies that in principle, juvenile offenders at the selected correctional training centre were being prepared for

lifelong learning and responsible citizenship as propounded by Ayonmike (2018) and Zindi (2018). Promotion of respect and discipline is seen to be enhanced through the need to further moral uprightness and preservation of the Zimbabwean identity. These values are seen to permeate the curriculum through the objectives of the correctional centre, which focus on rehabilitation, promotion of moral values and imparting technical skills. Interestingly trainees during the FGD came up with similar views when asked about expected competencies juvenile offender learners should exhibit after graduating from the training centre. The most common attributes highlighted included knowledge, skills and positive attitudes such as upright morals, responsibility, trustworthiness, respect for life and property. The evidence, therefore, suggests that the expectations of all participants of the graduate trainees were in sync with the highlighted programme philosophy and the expected behavioural characteristics consolidating the core traits of the programme adequately captured in the training centre's vision and mission and programme goals.

Findings of the study further reflect the existence of a juvenile centred philosophy which focuses on empowering them through self-help and employment skill acquisition. Identification of these essential attributes related to progressivism and reconstructionism(as cited in the theoretical framework) in the selected juvenile offender correctional training centre TVET curriculum documents and from all participants concur with existing literature (Harper & Ross, 2011; Hunkins & Hammill, 1994; Kelly, 2009; McCutcheon, 1982). The values contained in the curriculum documents coupled with the expectations of the participants confirm the existence of an educational philosophy deeply rooted in Christian values as recommended in the CIET report (1999). In addition, the fusion of Dewey's philosophy as propounded by Harper and Ross (2011) where a TVET curriculum should be sensitive to the needs of the learners in their out of school life, their private lives and their future roles as workers of a developing nation is applauded. It was commendable that the focus of the curriculum was also on the improvement of the communities by addressing societal problems. The idea of involving correctional centres in bringing development in communities has multiple benefits as cited in the literature (see Brodus, 2001; Garfinkel, 2010; Maposa & Madhlangobe, 2019; Mendel, 2010). The focus of the curriculum through a fusion of reconstructionist attributes, as cited in the theoretical framework,

creates a fertile environment where learners understand the world in which they live. Basing on some of the official curriculum documents analysed by the researcher the curriculum for the selected juvenile correctional centre was adjudged to offer a socio-economic development panacea intended to benefit the juvenile offenders who in this situation, had been alienated from a formal education system. In support of this finding, SADC (2013) espouses that TVET skills are vital to economic development as they are needed for self-help programmes and enterprise productivity. The selected juvenile correctional training centre's philosophy embraces Creed and Hennessy's (2016) four essential attributes of addressing primary needs of marginalised groups and includes empowerment of participants, collaboration through participation, acquisition of knowledge and social change, and further categorised by Stake (1967) as Inputs (antecedents), processes (transactions) and results (outcomes).

The vision and mission of any educational institution are based on its philosophy. Philosophy provides a framework for identifying the training needs of learners, and these are translated into an educational vision and mission. The mission statement of the selected juvenile correctional training centre is... *to provide social protection services to vulnerable and disadvantaged groups in society by promoting self-reliance, rehabilitation and social reintegration of juvenile offenders (CH)*. An analysis of the stated mission statement reveals that rehabilitation of the juvenile offenders at the selected correctional training centre is achieved through the delivery of key services, including both correction of the offending behaviour and the development of the human being involved. According to the reviewed literature, Creed and Hennessy (2016) view a mission statement as that which articulates critical information about practical, academic and operational goals of the organisation. In the context of the TVET curriculum reported in this study, it serves as a beacon of hope crafted to inspire and unify the young offenders who often have diverse talents and opinions. It also gives assurances and commitment to learners, the community and nation that the correctional centre commits itself to the pursuance of its vision. Furthermore, the institution aims to achieve rehabilitation through several interventions to change attitudes, behaviour and social circumstances leading to the desired outcome of rehabilitation through the promotion of social values and responsibility.

Findings of the present study reflect a clear sense among all participants of the overall vision, mission and goals of the selected juvenile offender correctional training centre. There was a consensus regarding the penitentiary centre's vision as expressed through a skills development biased curriculum. The juvenile correctional training centre's vision and mission appear to be in sync with the national educational vision and mission, which focuses on producing patriotic, self-reliant and well educated Zimbabwean citizens (MoPSE, 2014). The objectives of the centre as expressed in one of the policy documents reviewed upholds the principles of lifelong learning, gender sensitivity, skills empowerment, access to education, respect (*Ubuntu/Hunhu*) as enshrined in the ZIMASSET (2013) and sections 25 and 27 of the Constitution of Zimbabwe (2013). The study findings, therefore, corroborates with some notable results from relevant literature where a TVET curriculum has been rated as an indispensable educational programme that has the mandate of producing the required demand-driven industrial manpower.

The new democratic and political dispensation in Zimbabwe also shares this sentiment about the new role of correctional training centres which now focuses on rehabilitation of offenders by equipping them with skills for personal development as opposed to punishing the offender. This also translates into providing them with employable skills and re-honing their characters in preparation for re-admission into communities and realisation of social cohesion. Findings of the present study indicate that the selected juvenile correctional training centre has through its mission embraced the vision of producing skilled, self-reliant and law-abiding individuals. This is in tandem with a clarion call by the ZIMASSET (2013) for the crafting of a curriculum which is relevant to national needs while equipping learners with life skills.

However, Lewis (2001) and Nherera (2014) make a persuasive argument that given a conducive and adequately resourced learning environment, curriculum documents may spell out certain philosophies through well-crafted institutional vision and mission statements yet the situation on the ground may be found to be different. Lewis challenges curriculum evaluators to interrogate correctional training centre educational curriculum by practically finding out whether:

- the curriculum upholds the correctional training centre's quest as contained in the mission statement;

- the curriculum offers a socio-economic development panacea intended to benefit those alienated from a formal education system;
- the correctional training centre graduates are accorded the chances to engage in the development of their communities; and
- the TVET curriculum content is relevant enough to prepare juvenile offenders for life and a productive future.

Cronbach (1963) adds weight to Lewis' assertions (2001) by underscoring the need to conduct an active curriculum evaluation focusing how educational policies are translated into instructional practices, the status of curriculum contents and practices and achievement of goals and aims of educational programmes. In correspondence with this assertion, Prihatiningsih and Qomariyah (2016) remark that a balanced curriculum evaluation should not rely on documented curriculum documents only but should establish specific strengths and weaknesses and propose inputs needed for improved learning and teaching.

5.2.1.2 Stakeholder views about the relevance of the TVET programme to juvenile offenders in correctional centres countrywide

TVET has traditionally been thought to be relatively unattractive educational option compared to a purely academic educational programme in a formal school system. In response to the question which sought to establish stakeholders' views about the relevance of the TVET programme to juvenile offenders at the selected correctional centre, all participants were unanimously in agreement with the positive benefits of a TVET curriculum as part of the rehabilitation programme for juvenile offenders. From the literature reviewed, the importance of the acquisition of necessary TVET skills in the realisation of TVET curriculum goals has been emphasised (Ayomike, 2016; Madondo, 2017; UNESCO, 2012). It has already been stated that, if an individual in any given society has appropriate skills, he will be more productive than the majority without such skills. Correctional centre trainers concurred with two administrators that the main reason for introducing the TVET curriculum in juvenile correctional training centres is that of orienting juvenile offenders towards manual skills usable in future employment or self-

employment. If youths are to graduate from correctional institutions of training with a poor grasp of skills, then the ‘revolving door’ syndrome will take effect.

Overall the rehabilitative aspects of the TVET programmes through the acquisition of practical and applied skills as well as basic knowledge that will enable the juvenile offenders to secure employment have been highly rated by trainers and trainees. This assertion was supported by one trainer and trainee who had this to say... *our youths gain practical knowledge and skills they need to get employment without having to spend unnecessary time on theoretical and abstract concepts (TR 1).*

T3: The courses will give us skills that after leaving this place, we work on our businesses.

Additionally, trainees held the view that the TVET programme provided them with an opportunity for a second chance to education after their schooling was disrupted when they engaged in some criminal activities and other nefarious activities. The following statement by one trainee confirms this finding:... *It is very, very, good to do this course because it gives me another chance to go to school (T8).* Enrolling in the TVET programme was therefore seen as a career development as the youths prepare for life after rehabilitation at the juvenile correctional training centre. It was also evident from testimonies by the ex-offenders that a well-crafted TVET curriculum can improve the self-confidence and personal pride of the marginalised juvenile offenders.

All participants concurred that a TVET curriculum responds to the diverse needs of the juvenile offenders since they are prepared for gainful employment and sustainable livelihoods and similar benefits could also be extended to communities where they could take part in various community-based projects. This is a crucial attribute of reconstructivism and to buttress this assertion, one trainer remarked: *...If appropriately done such a programme has a positive impact on the trainee, society and family. These youths can develop their communities if they organise themselves, say by forming building brigades...that will keep them out of trouble. This is an important aspect of nation-building, a move in the right direction (TR2).*

From the FGD, one participant saw windows of opportunities to satisfying their political ambitions as future leaders of communities after completing these skills empowering courses. The following statement confirms this finding: *Let's say you are a builder, you build houses, people know you very well, and you will be chosen to become a councillor [political ambition] (T4)*. In correspondence with this finding, similar diverse views on potential benefits of enrolling in a TVET curriculum have also been cited by several authorities (CIET, 1999; Cox and Carlin, 1998; Ega, 1987; Maravanyika, 2018; Nherera, 2014; Zumpetta, 1988) as mentioned in the literature.

From the responses given by all participants, it appears that there was a consensus that TVET programmes were regarded as a master key to poverty reduction. This finding supports the claim by D'Angelo et al., (2013) who espouse that skills mastered by interns under the auspices of the TVET programmes often lead to self-reliance in the absence of salaried employment thus contributing a lot to the development and growth of informal markets. Results of the current study also revealed that the majority of participants supported the idea that TVET curricula in the juvenile correctional centre had the potential to develop entrepreneurial skills so vital in the creation of job opportunities. This finding holds on the argument in the SADC (2013) report which stressed that TVET programmes for disadvantaged groups hold the key to training workforce needed for the ever-changing technological workforce of the nation and is also key to community development and emancipation of youths from the vicious cycle of poverty resulting from the current economic doldrums.

5.2.1.3 Stakeholder views about the nature of TVET courses being offered at the selected juvenile correctional training centre

Findings of the present study revealed that the current TVET curriculum being offered at the correctional training centre was too narrow and there were reservations over the choice of courses being provided by the penitentiary training centre. All participants held the view that the TVET curriculum was too narrow, and the two courses being offered were designed to make the trainees occupy blue-collar jobs. The ex-offenders castigated the correctional training centre for its failure to introduce new demand-driven courses as another factor impeding on the uptake of

the courses being offered as revealed in the following excerpt...*just imagine, while my child is making wooden ashtrays in carpentry at the reformatory, other children of his age in towns are doing computers. Don't you think this will be some form of punishment for the crime he did [committed]? (EOI)*

The correctional centre head concurred with the ex-offenders in the following remark...*our curriculum is too narrow. It must be expanded to include other short courses like agriculture, foods, cake making, barbering, sculpturing art, mushroom farming, AutoCAD drafting, fence making, soap manufacturing. These short term demand-driven programmes will also take care of those learners who have a short period of rehabilitation, and those who are not literate will also find something interesting to do (CH).*

From these findings, it can be deduced that the TVET curriculum being followed at the training centre has not been reviewed for quite a long time. This could bolster Barton and Mackin's (2012) argument that graduates from most of the correctional training centres are often disconnected from the ever-changing life patterns and the global socio-economic order in which they lived and worked after serving their terms. In the absence of intensive curricula evaluation and appropriate reforms, the learners are bound to continue missing opportunities to acquire modern skills-based education that they so desperately need and deserve and will thus be trapped in a vicious cycle of abject poverty, ignorance and social exclusion. By way of recommendation MoPSE (2014) after observing that the education system is now faced with challenges emanating from globalisation and increasing international competition calls for constant curriculum reviews and revisions to meet students' needs and parent expectations.

The study also revealed that neither the administration staff nor the trainers were involved in the selection of suitable learners for the two courses. Non-involvement of institutional staff in the selection of learners for the TVET programmes could have led to a situation where some trainees were placed in courses that appeared not to have future benefits to them or that the wholesale placement was done at an inappropriate level without proper induction hence the negative attitudes towards the courses being offered. From the literature reviewed, Cameron and Harrison (2012) established that learners enjoy content which challenges existing knowledge and advance

potential understanding leading to mastery of new skills. In the present study, it was noted that these juvenile offenders had career paths desires with some wishing to pursue specific interests and some had individual passions that gave them an opportunity and drive to take increased responsibility for their learning. Therefore, compelling them to take up prescribed courses could have instilled the observed apathy, thus creating problems for the learners or the institution or both.

The pattern that emerged from interviews is that despite the value being given to TVET programmes by the stakeholders, it appeared that the programmes were still far from receiving massive acceptance and full implementation. SADC (2013) cited the over-dependence on paper and certificate qualification by employers at the expense of skills as a possible challenge fuelling a negative perception towards TVET programmes. The study further revealed that most of the stakeholders still held the conviction that TVET courses were for non-performing students and the marginalised groups, which included those in conflict with the law. To support this claim, Billet (2011) claimed that the negative image of TVET programmes affected the implementation of the TVET curriculum so much so that TVET departments recorded a very significant reduction in student enrolment figures. Findings further established that trainees also disliked the nature of programmes being offered by the correctional training centre. Their resentment of the current TVET curricular emanated from observations that people who are typically recruited to undertake training in such courses are those who are most academically handicapped, of poor backgrounds, and those who are marginalised in societies they come from. This view correlates with Ayonmike (2018), who observed that most of the TVET training centres enrol the remnants of students after high schools and universities have taken the cream of the best academic performers.

In addition findings of the study revealed that the trainees were sceptical about taking the traditional courses being offered by the correctional training centre after general observations that TVET graduates from the training centre and other similar institutions rarely occupy prestigious positions on societal ranking list of occupations and this observation affected the majority of the juveniles including those with a passion for taking up TVET courses. As one trainee emotionally remarked...*we don't like to be carpenters and builders [inaudible*

interjections and signs of approval by other participants] (T4). Therefore lack of social recognition for TVET programmes has had a fair share in terms of a generally observed negative attitude. The finding implies that there is a discrepancy between the value of a TVET curriculum and the importance accorded to the graduates of the programme.

The study also revealed that all the juvenile offenders were compelled to take up the two courses which were imposed on them. Imposing courses on learners is in sharp contrast with the tenets of the social constructivist and critical pedagogy theories as cited in the theoretical framework. It appears that this could have further fuelled a general resentment towards the TVET programmes by both parents and trainees. From the literature (D'Angelo, Brown & Strozewski 2013; Marsh, Evans, & Williams, 2010; Mendel, 2010), it has been the standard practice in first world countries cited in the literature review to assist learners in identifying their potential and develop it to their maximum ability. This is contrary to the findings of this study. Learners in the present study were not accorded an opportunity to select a course of their interest upon registration at the chosen juvenile correctional training centre. Findings indicate that it was an institutional policy that every juvenile offender should take up the courses on offer.

Trainees in the FGD further commented on the frequency of transfers and court sentences which did not match their education and training schedules. Overall, the student commentaries reflected the presence of some administrative issues which were impeding on their training programmes. Trainers expressed concern about the disruption to training caused by transfers or release of the juvenile offenders. This finding corroborates with Lane, Turner, Fain and Senegal (2005) who identified high mobility and an indeterminate amount of time juveniles spend in these facilities as major encumbrances to proper skills training and educational programming. Perhaps the view that was put forward by Lane, Turner, Fain and Senegal (2005) that these juvenile offenders should remain in their respective correctional training centres for the time needed to complete a course should be taken into account. In addition, there should be symbiotic links based on clear communication between the correctional schools and relevant judiciary authorities. A student portfolio record as proposed by trainers and supported by D'Angelo et al. (2013) and Lengvinas (2010) should be used as a point of reference in cases when a trainee is to be transferred to another correctional training centre.

The imposition of MoPSE syllabi documents was another contentious issue which was raised by the study. It is important to note that the MoPSE syllabuses were explicitly designed for a formal public school system to lay a foundation for further education in practical subjects up to high school level. The practical subjects' syllabi have been designed to be taught in conjunction with prerequisite academic subjects like mathematics, physics and chemistry. The adoption of the MoPSE syllabi without the necessary prerequisite subjects renders the whole training programme of juvenile offenders futile. It defeats the main aim of the correctional training institution, which is to impart skills leading to self-reliance or employment. This observation was also echoed by the correctional centre head which revealed that...*the institution adopted the ZIMSEC syllabus for training purposes... These training manuals [waving the documents] which are currently being used are not suitable for the trainees who have weak educational backgrounds with some of the inmates illiterate. The variation gap, therefore, impedes on the learners' achievement in the ZIMSEC based training manual which is being used.... the adoption of such a formal syllabus to be used in a non-formal set up like ours will certainly disadvantage out learners right from the beginning and is just not the way to go (CH).*

Perhaps, this could be the reason why the CDU subject managers and industrialists rated the curriculum as supposedly skewed towards theory acquisition at the expense of practical skills empowerment. To add weight to the same view, the SWOT analysis revealed similar results under programme weaknesses (Table 4.4). Along similar lines, the present study findings revealed that there was very little time allocated for workshop practice and that the recommended time allotted for workshop practice does not, in the end, produce an artisan endowed with requisite skills to start an enterprise or to be absorbed in the industry. The following remark by one of the trainees confirms this finding...*I enjoy working with hands rather than listening to the teacher. I feel more time should be spent there [pointing at the workshops]. not sitting and writing (T6).* These findings contradict recommendations made by Fosnot (2005) and Palmer (2005) as cited in the theoretical frameworks, who believe that reality is constructed through praxis where human beings collaborate and through group effort, to create new things which benefit humankind. Berthoff (1990) in his analogy of Freire's works, weighed in by observing that the 'praxis' philosophy energised students during their learning time and

that most of the observed cases of such students were ultimately found to be able to apply current understandings to solve existing problems.

Institutional accommodation for juvenile offenders has implications on successful curriculum implementation, leading to the successful realisation of the institutional vision and mission. For active learning to take place, it is believed that learners must be physically, emotionally and psychologically prepared and intrinsically motivated to learn. Ideally, the environment should be conducive to learning. Results of the present study revealed that the current accommodation arrangements at the institution negatively affected the whole rehabilitation process since more inmates including the care and protection juveniles ended up becoming delinquent borrowing such anti-social traits from some seasoned recidivist offenders as noted in the following remark made by one of the trainees... *At this centre we live with some criminals who have killed people. Often, some smoke dangerous things which are brought in the dormitories by their outside friends. At one time, I was asked to join in by two of my friends who have since escaped from this centre (T3).*

A recent study focusing on experiences of learners in Zimbabwean juvenile reformatory schools by Maposa and Madhlangobe (2019) concluded that rather than transforming the lives of young delinquents, juvenile detention which house together troubled children, with other troubled children, seem to worsen their behaviour problems. It was apparent from this study that the correctional centre administrators, trainers and trainees had reservations over the type of accommodation for the juveniles in conflict with the law. Most of the participants condemned the dormitory type of accommodation fearing possibilities of importation of criminal behaviours through peer pressure that could ultimately militate against successful TVET curriculum implementation. Lane, Turner, Fain and Senegal (2005) recommended proper coordination and active supervision by institutional staff, families, probation officers and trainers.

5.2.2 What are the strengths and weaknesses of the TVET curriculum being offered at a selected correctional centre in Zimbabwe?

To extend the range of evaluation tools and improve the development of the TVET programme, the researcher applied the SWOT analysis which is a crucial evaluation tool that can be used by

the correctional centre to evaluate their programmes and initiate meaningful and informed changes. The SWOT analysis allowed for the evaluation of internal Strengths and Weaknesses of the TVET curriculum as well as the external Opportunities and Threats that could impact the implementation of the TVET curriculum at the juvenile correctional training centre. The main aim of adopting the SWOT analysis as an evaluation tool of the TVET curriculum of the correctional training centre was to build on strengths, minimize weaknesses, seize opportunities and counter threats (Romero-Gutierrez, Jimenez-Liso, & Martinez-Chico, 2016).

From the SWOT analysis, the researcher deduced some initial findings of the nature of the TVET programmes being offered at the training centre, as seen in Table 4:3 up to Table 4:6. Critical issues raised have been categorised in themes and the most frequently occurring categories are presented underneath each SWOT area. The problems are not placed in any order of importance and will be discussed under the following themes that have emerged:

- Syllabi content;
- Teaching and learning methodologies; and
- Assessment methods.

5.2.2.1 An Evaluation of the Syllabi Content and a Proposal of Support Strategies

Curriculum content is a critical vehicle for giving meaning to a particular set of outcomes. The study findings revealed dissatisfaction with the nature of content crafted for the trainees, whose academic background was rated as inferior (Table 4.2). The study established that most of the juveniles had not attended any formal schooling before incarceration with only a few having attended lower primary levels. It can be argued that mainly their lack of education may have influenced their engagement in committing crimes as supported by literature (Menihan, 2015; Dubin, 2012; Barton & Mackin, 2012). In consideration of the level of illiteracy of the trainees, the bone of contention lies in the adoption of formal syllabi for the public school system, for the form one to four who learners expected to write a summative public examination after four years (see Appendices P and Q, p42 and p85 respectively) The syllabi content is meant to be taught in conjunction with academic subjects like Mathematics, Geography, and Science to name a few. The adopted Building Technology and Wood Technology syllabi proved to be very challenging

for most of the learners who just needed skills training in their areas of study. Very low marks that these trainees scored were indicative of the fact that the content was difficult for them, or they did not understand the subject matter due to illiteracy or both.

The greater parts of the two syllabi for the two courses on offer cover many aspects of scientific functions. For example, trainees are required to be well conversant with the behaviour of materials under different conditions as they are used in the construction work. As has been highlighted before, such theory required extensive knowledge of scientific theories and background knowledge that these trainees did not have. Such content required trainees to examine, from a quantitative point of view, the behaviour of various structural elements under different conditions in a laboratory, which unfortunately was not available at the training institution. Absence of such a facility as in the case of the selected juvenile offender correctional training centre understudy meant trainers resorted to the 'banking' concept of education, in which the scope of action allowed to trainees extended only as far as receiving, filing, storing and memorising information (Freire, 1972). This approach to teaching anesthetises and inhibits creative power in the trainees thus confirming observations made by the industrialists in the literature reviewed that graduates from most of the juvenile offender correctional training centres lacked requisite skills for being employable or initiating livelihood ventures (Dubin,2012; Barton & Mackin,2012).

Study findings revealed that a mismatch existed between the prior academic knowledge of the learners and the high cognitive and other demands of the TVET curricula. The results further demonstrated that illiteracy was a concern for juvenile offenders in custody who had not gone to school before their detention. This could be the reason why the industrialists and centre superintended concurred that the course contents in the two courses were pitched too high for the education entry-level of the trainees and the assessment requirements were rated as high. The following statement by the centre superintended buttresses this finding...*As I see it, the programme content has lots of theory which does not benefit the type of child we are trying to skill. This content requires complementary science and mathematics subjects which my young brothers and sisters [juvenile offenders] do not have; hence it is my opinion that very little learning is taking place (CS)*. In this sense, Perry and Tor (2008) recommended that a TVET

curriculum content should be specifically tailored to inculcate psychomotor skills necessary for the learner to embark on self-help projects after serving his time, should not be biased towards theoretical aspects of the courses, and should be relevant to the needs of the beneficiaries.

The correctional superintendent, industrialists and trainees lamented the absence of entrepreneurship in the TVET curriculum with one trainee emotionally saying.. *sir, I think we need to learn how to run a business also. Here we are not learning how to run business. I don't know how I am going to do that when I leave this training centre (T6)*. The centre superintendent weighed in by remarking that... *Entrepreneurial skills must be imparted to the learners through the establishment of production unit activities. This will pave the way for them to start their enterprises when they leave the rehabilitation centre. Such a model as you can see marries theory and practical (CS)*. Entrepreneurial education has been recognised as another form of progressive education anchored in subjectivism (Lackéus & Middleton, 2015) which is primarily centred on project work, problem-based learning, and social team-based learning and a student-centred approach to teaching and learning. As cited in the theoretical framework of this study, these are critical tenets of Vygotsky's (1978) social constructivist and Freire's (1972) essential theories of pedagogy. Maposa and Madhlangobe (2019) who conducted similar studies on several correctional training centres in Zimbabwe observed that the TVET curricula in all the training centres they studied lacked the entrepreneurial flavour which is the foundation for self-sustenance. Konayuma (2008) and Nherera (2018) noted that a adequately crafted TVET curriculum serves numerous purposes ranging from narrow skills training aimed at equipping learners with an occupational foundation, to self-help and entrepreneurial skills.

Researchers and experts in curriculum design and evaluation have recommended the fusion of entrepreneurial education in the TVET curriculum to equip trainees with business management skills (Wing Yan Man & Farquharson, 2015); to increase their chances of getting employment after graduating from the institution or to start their enterprises (Lundqvist, 2014); to increase school engagement (Lackéus & Middleton, 2015); and development of critical competencies (Moberg, 2014). Lundqvist (2014) further observed the growing interest among young people to engage in solving societal challenges hence his recommendation to incorporate entrepreneurial education into the TVET curriculum with the sole aim of propelling deep learning and putting

theoretical knowledge to practical work in meaningful ways. Several scholars (Lackéus & Middleton, 2015; Lundqvist, 2014; Moberg, 2014; Ollila & Middleton, 2011; Wing Yan Man & Farquharson, 2015) have recently put forward the potential of entrepreneurial education to alleviate student boredom and dropping out. In a bid to use entrepreneurship to bridge the traditional and progressive education rift as cited in the literature reviewed, trainers and industrialists proposed the introduction of school-based production units at the juvenile correctional training centre where students would get involved in entrepreneurial activities to sharpen business skills and nurture self-reliance skills. This is what Freire (1972) as cited in the theoretical framework referred to as learning through creating value. This is in agreement with one of the key recommendations of the presidential Commission of Inquiry into Education and Training (CIET) of 1999 which called for the crafting of a Zimbabwean curriculum which should extol the virtues of self-reliance and entrepreneurship. It is the researcher's conviction that to sustain and develop SMEs; entrepreneurial education must be integrated into TVET programmes to empower graduates from various correctional centres.

This study also revealed that the TVET curriculum does not have an internship component which is a critical component in any TVET programme of this nature. Merits of internship have already been cited in the literature reviewed (see Brodus, 2001; Choy & Haukka 2009; Mendel, 2010; Menihan, 2015). Absence of an internship programme at the selected juvenile correctional centre was of grave concern to the researcher as this could be an additional source of loss of credibility, poor public image and an observed non-responsiveness to industry needs of the curriculum. This finding corroborates observations made by Gagnon, Houchins, and Murphy (2012), Mendel (2010) and Menihan (2015) that many juvenile correctional institutions offering TVET programmes have shown little or no interest in encouraging trainees to undertake internship and in the same vein industrialists seem reluctant to host juvenile offenders for work placement exposure and experience. Yet without the industrial internship, trainees lack exposure to the culture of work and therefore enter the labour market with rudimentary skills and minimal practical learning experiences that are relevant for further education and training in their chosen careers or to join the highly competitive world of work.

Along similar lines, Boufard, MacKenzie and Hickman, (2000) argued that the capacity of TVET education systems to provide high quality and relevant training to students depends mostly on the quality of its teachers and trainers, and, by extension, on their regular exposure to new technology in the industries. Study findings revealed that all teaching staff, just like their students were not accorded time off their work schedules to be attached to nearby industries to access new technology relevant to the world of work. These findings are in consonance with Smeets (2014) and Rupande and Ndoro (2015) who argued that the problem of affecting successful implementation of TVET programmes in juvenile correctional training centres is the lack of motivated teaching personnel. In support, Johnson and Quan-Baffour (2016) opined that those trainers working in correctional centres had lost contact with industry and had little knowledge of new trends.

To make the TVET more ‘demand-driven’ and ‘development need-driven’, the technocrats from the industry called for an introduction of an internship programme. As has been highlighted in the literature review, the value of an internship cannot be overemphasized. The success stories of Missouri and Queensland juvenile correctional training centres have been partly attributed to the inclusion of internship programmes (Lane, Turner, Fain and Senegal, 2005; Lengvinas, 2010; Marsh, Evans, & Williams, 2010; Mkosi, 2013). This practical approach to TVET education reinforces Freire’s (1972) critical pedagogy theory based on the revolutionary and emancipatory model of schooling which views praxis as fundamental as opposed to the “banking theory and practice” which he condemned as dehumanising (see Section 2.2.5: Theoretical framework).

The present study revealed dissatisfaction, on the part of the trainees, with the skills they are acquiring in the course. Findings indicated that after two years of practical exposure, trainees still could not successfully operate machinery and other equipment in their workshop, and the majority had not mastered the necessary skills of the trade. The following statements confirm this finding.. *We leave this place with very little skills....for example, during our building practicals we construct very small projects then we are asked to pull them down and in carpentry, we make tea trays and ball pen holder[head tilted sideways] (T2)*. From the FGD the researcher also noted various forms of body language from participant trainees (shaking head slowly sideways with face down, taking a deep breath before answering the question) which

were interpreted as an indication of being worried about a doomed future, sardonic laugh which was presumed to mean that the trainees had lost confidence in the current TVET curriculum taking it to be a gap filler whilst they serve their sentences at the correctional centre as one trainee remarked... *[looking subdued and worried]... with the courses we are doing at the moment some of us cannot even read a tape measure. We don't know how we are going to work if we get jobs (T1)*. Some of the trainees felt that they were at the institution to serve their sentences rather than for rehabilitation and empowerment through skills acquisition.

This finding is in harmony with the SWOT analysis that revealed that trainees were being given rudimentary and redundant skills hence graduates from these training centres were found to be deficient in terms of innovativeness and creativity and generally incompetent to perform in the labour market. According to the outcome of the study, the following have been found to be possible inhibiting factors:

- A training programme which is theory-oriented;
- Lack of balance between theory and practicals with more time being spent on theoretical aspects of the courses; and
- Trainees being asked to produce mere miniature demonstration artefacts during their practicals.

In addition, lack of adequate resources for trainees to be exposed to hands-on activities may be the reason why some employers complained that graduates from such institutions are ill-equipped in terms of skills. Absence of supporting learning material in the form of key textbooks compounded the problem by placing the teacher in a position of authority to learning and provision of content. This is contrary to the values and virtues of liberal education and social constructivist theories as propounded by Vygostky (1978) and Freire (1972) as cited in the theoretical framework. Gough (2013) as mentioned in the literature review, calls for a TVET curriculum that embraces a more global view focusing on competency development. Absence of supportive learning material as in the case study created a situation where the teacher acted as the repository of all knowledge and wisdom, with the learning strategies solely being teacher-centred.

When asked about their career path after graduating from the correctional training centre, trainees during the FGD thought that the TVET programme they were undertaking at the training centre was a dead-end, so far as academic and technical progression was concerned. The following statement by the centre superintended confirms this finding: *...most of these juveniles do not want to join formal education after leaving this correctional training centre for fear of being labelled as such by their peers in the formal education system hence they prefer joining the non-formal side of training and thus do not proceed with any other form of education after leaving this place (CS)*. This finding can be supported by Oviawe (2018) who observed that although the TVET institutions offered equivalency to academic qualifications, the pathways to cross from one system to another are non-existent.

A recommendation was therefore made by the correctional centre head to align the TVET curriculum in a way that would create a clear and coordinated learning pathway for this disadvantaged group of learners in juvenile correctional centres dotted around the country's ten provinces. Additionally, the penitentiary centre superintended recommended that the academic level and social background of trainees be considered when revising or developing new course outlines which in this case should be linked to the various courses being offered by the correctional centres in Zimbabwe. The juvenile correctional trainers, on the other hand, proposed the introduction of bridging courses for foundational learning as a more practical way of upgrading the abilities and educational levels of the juveniles in question. In an attempt to address similar challenges, Perry and Tor (2008) proposed that TVET juvenile correctional training centres should restructure their programmes to make the TVET curriculum more responsive to the needs of the employment sector. Additionally, Mendes, Snow, and Baidawi, (2014) proposed that a policy be passed to regulate industry and the juvenile correctional training centre students and training staff members for compulsory workplace exposure and experience in an attempt to improve curriculum standards of the TVET programmes.

5.2.2.2 An Evaluation of the Effectiveness of Teaching and Learning Methodologies and a Proposal of Support Strategies

Many authorities hailed the adoption of the non-formal approach to TVET curriculum delivery by the juvenile correctional training centre (Cox and Carlin, 1998; Radhika, 2017; Sevdalis & Skoumios, 2014; Werquin, 2010). These scholars conducted extensive studies related to education in correctional centres. This approach responds to the needs and interests of juvenile offenders as it enhances the creation of an environment that makes it easy for learning to take place. Additionally, the structure of the non-formal education system is suitable for the nature of learners and the uniqueness of their training needs; furthermore, it caters for all age learners in a correctional setup and encourages individual growth and self-improvement. However, it was clear that teaching and learning were taking place under challenging circumstances because of numerous factors that included shortages of some primary teaching and learning material, the nature of trainees and large classes to mention a few hindrances.

Methods of teaching are crucial to bring about learning and mastery of critical competencies. The numerous constructivist teaching and learning approaches recommended in the syllabi are indicative that there are systematic attempts to introduce a competency-based education based on promoting higher-order thinking skills, analytical and problem-solving attributes (see appendix P, p1). This is in line with the reviewed literature where Kocer (2013) reinforces the fact that a good curriculum should address the 'how to learn' aspect among many other points. While the adopted syllabuses being used by the trainers are clear about the teaching methodologies to be used to attain the set objectives, findings, however, revealed that classes taking the TVET curriculum were not being exposed to a variety of pedagogical strategies that help develop social and cooperative skills through group work, and communication skills through peer presentations. It was also observed that trainers did not integrate the development of employability skills during their workshop practice sessions and that their teaching was not related to the trainees' natural environment or experiences. This finding contrasts recommendations by Vygotsky (1978) in the theoretical framework of the study where the rehabilitative nature of this usually marginalised group was believed to benefit immensely from group effort that in addition fosters the spirit of family hood and tolerance through team effort.

Findings of the study also revealed that the traditional lecture method, which is teacher-centred coupled with limited practice time, were seen as major impediments to mastery of trades and job-specific skills. Similar findings were noted in the researcher generated performance trainer evaluation report (see Table 4:7), which also cited inappropriate teaching strategies used by trainers. Besides, during the practical lesson, the researcher observed worrying learner behavioural cues like being quiet, withdrawn, and less participative during practical lessons that could be taken to mean that learners were not familiar with the subject matter being taught or they lacked motivation. These observations contrast with success models in Missouri and Queensland juveniles' correctional training centres, as highlighted in the reviewed literature where functional instruction and collaborative linkages with the industry have helped to produce highly skilled graduates. This observation reinforces Glatthorn's call (1994) for curriculum content to be drawn from the learners' experiences and to be relevant to the learners with teachers serving as guides and facilitators of learning.

Freire (1972) discourages this banking approach to learning (rote learning) and calls for a marriage of theory and praxis in his critical pedagogy theory. Teacher domination in curriculum implementation tends to overshadow problem-solving analysis, synthesis and essential attributes of thinking which are central to any TVET curriculum. Freire (1972) further argues that the traditional teacher-centred model has proved to be inefficient in realising stated TVET syllabi aims and objectives with the trainer's role limited to regulating the way the world 'enters into' the trainee. Furthermore, Freire (1972) and Vygostky (1978) concur that verbalistic lessons creates a distance between the trainer and the trainee with the whole process being used to make the mind docile further reinforcing the subordination of the learners to their teachers and transforming the learners into receiving objects (Palmer, 2005; Peters & Tesar, 2015; Marchand, 2010). These theorists call for a change in the roles of both teachers and learners. A revolutionary change from knowledge transmitter to that of facilitator, knowledge navigator and co-learner is advocated on the part of the teacher with learners tasked with responsibilities of their learning as they are let to discover, synthesise, evaluate and share their knowledge with others.

The biographic information of participants had to be established as this had a direct influence on some questions in the discussion. The biographic information covered the participants' gender, age and the trainers' professional qualifications and experience. Basing on correctional training centre demographics and anecdotal records, most of the trainees who participated in the FGD belong to the so-called Generation Z (individuals born between 1995 and 2012). According to sociologists (Cook, 2015; Mohr, 2017) who have studied the academic preferences and learning styles of individuals in this generation cohort, Generation Z learners value visually enhanced methods of teaching, crave for regular technology-enhanced opportunities, are career-focused, embrace a social learning environment where they can be hands-on and directly involved in their learning. One trainee remarked: *..each one of us here has a job he wants to do in life. Some want to drive these big lorries, others want to do computers, music, acting, sewing and many other courses, but they are not being done at this training centre (T4)*. Given these generational attributes, it is not surprising that the centre administration staff and trainees called for the inclusion of modern ICT short courses into the TVET curriculum and adoption of technology-based teaching methods reinforcing the stated learning preferences of the generation Z trainees. The following statements confirm this finding:

CH: ... must be expanded to include other short courses like agriculture, foods, cake making, barbering, sculpturing art, mushroom farming, AutoCAD drafting, fence making, soap manufacturing.

CS:I prefer the introduction of short module based trades like barbering, cake making, sculpturing, performing arts, and fence making.

From information gleaned from the SWOT analysis, trainees and the trainer evaluation report (see Table 4.7), there was consensus that trainers needed to do much more in breaking the vertical patterns characteristic of banking education. A recommendation was thus made to promote dialogue between the trainer and the trainee. This will create a learning environment which is learner-centred; encourages problem-based learning that leads to problem-solving abilities linked to the trainees' environment and needs of the labour market. Consistent with the previous researches by Macomber et al., (2010); Marchand (2010) and Menihan (2015) the

current study has shown that TVET skills training for the juvenile offenders is supply-driven and that the teaching methodologies being implemented maintain the submersion of consciousness. While all participants expressed very positive feelings towards the TVET as a rehabilitating medium for juvenile offenders, a paradigm shift from teaching to learning was found to create a more interactive and engaging learning environment for teachers and learners. Recommendations to take a bold response by adopting the latest teaching methodologies which are inquiry-based, competency-based and which follow multi-path progression have been made.

The study found a need to improve the pedagogical and didactical practices by striving for the emergence of consciousness and critical intervention through learning by doing and collaborating learning. In addition, the study participants proposed an increase in the practicum time or workshop practice for the learners to achieve the stated competencies. Additionally training in 'soft skills' or employability skills such as entrepreneurial skills, and business management skills have been recommended. Such training being part of the TVET curriculum can equip trainees with resources and opportunities to pursue individual or group economic goals (Rupande & Ndoro, 2015). This, it has been observed, will ensure better performance on the job and that graduates will not become obsolete in the ever-changing labour market.

In summarising findings on the evaluation of teaching methodologies, it appears that in the two courses offered at the correctional centre under study, there is a problem in implementing learner-centred education. All trainers seem to fall back on the traditional way of teaching, which is teacher-centred, which promotes rote learning and individualism. A lot of textbook-based exercises were being given to the learners with some of the work not applicable to the learners' environment, real-life situation and culture. SADC (2013) concludes by observing that quality teaching, learning and assessment, including training of human personnel who lack necessary pedagogic skills in the TVET programmes need severe introspection and remedial steps.

5.2.2.3 An Evaluation of the Assessment Methods and a Proposal of Support Strategies

Assessment is central in driving quality learning and instruction. In response to an enquiry on the appropriateness of the modes of assessment being implemented at the juvenile training centre, trainers and correctional centre administration staff concurred that continuous assessments were

being conducted as per syllabi recommendations, but trainees were not subjected to summative assessments in all the two courses on offer. From the literature revealed, there is strong evidence by Lam (2018) to indicate that the use of formative assessment can lead to substantial learning gains. Lam (2018) further proposes the implementation of a diversity of assessment methods to achieve multiple purposes and to satisfy the requirements of the many stakeholders of TVET systems.

Results of the documentary analysis on samples of test question papers availed to the researcher indicated that most of the tests were predominantly theoretically based, where the trainees merely recited and recalled theoretical components of the courses. It appears that practical skills were being taught and tested theoretically with very little practical exposure. Findings further revealed that the majority of the trainees performed dismally in most of these theory tests but appeared to score satisfactory marks in practical work. As already been alluded to in the previous chapter, the educational backgrounds of most of the learners were found to be weak hence it is not surprising that performance in theory assessments was far below average and this could have been the root cause of a negative attitude towards tests being administered by the teachers as they try to fulfil syllabus requirements. From the literature reviewed, several authorities (Dubin, 2012; Grace, 1992; Ladyshevsky & Taplin, 2015; Lam, 2018) have stressed the importance of practical based assessments in TVET programmes and how these assessments are central in driving quality learning and instruction.

Findings of the study appear to show that high mobility of juveniles as they are transferred from one centre to another complicates the assessment of each trainee's progress hence the call for the adoption of a portfolio assessment by the administration staff and subject managers from the two national examination boards. The necessity of using portfolio mode of evaluation is emphasised by many researchers as cited in the literature reviewed. Generally, studies and articles related to portfolio assessment (see Grace, 1992; Ladyshevsky & Taplin, 2015; Lam, 2018) have revealed that this mode of evaluation is dependable in determining a trainee's readiness to advance to a higher level of instruction, provides more reliable and dynamic data about learners and also offers learners opportunities to self-evaluate their work. The portfolio assessment, therefore, underscores the constructivist perspective closely associated with most notable developmental

theories of Vygostky (1978) that advocates that students be able to acquire and socially construct their knowledge and understanding. The detailed record of each student's assessment portfolio (formative assessment) is used to make systematic and informed adjustment in the student's educational programme (Lam, 2018).

The proposal for the adoption of the portfolio mode of assessment made by the trainers was also in tandem with the views held by the trainees who preferred to be assessed through their practical work instead of theoretical tests, and they wanted nationally recognized qualifications that would lead them to further training and employment. What is central in this recommendation is those subject managers from the two national examination boards (HEXCO & ZIMSEC) called for an overhaul of the current assessment tools and the adoption of problem-based, design-oriented assessment practices. This is in harmony with the constructivist epistemology that calls upon trainers to assess trainees' performance and group performance together during their learning experience (Vrasidas, 2000). In the TVET curriculum, a diversity of assessment methods is required to achieve multiple purposes and to satisfy the requirements of the many stakeholders of the TVET systems. To achieve this, TVET curriculum implementers must focus on outcomes in terms of the skills, knowledge and attitudes required by the industry. However, a study by Lam (2018) showed that teachers did not have enough knowledge about alternative assessment methods, especially about the portfolio assessment. Again, a closer working relationship between the industry and the correctional training centre was recommended as the only viable option of increasing the relevance of the TVET curricula leading to increasing better chances of TVET graduates becoming employable.

5.2.3 TVET curriculum evaluation basing on available resources and perceived goals of the institution?

The challenges of implementing the TVET curriculum at the selected juvenile correctional training centre are synonymous with the problems of TVET in Zimbabwe and many other African countries. The study revealed that challenges to the implementation of a TVET curriculum emanated from various factors such as government, correctional training Centre, trainees and trainer factors. The principal characteristic of a TVET curriculum is its competency skills development component. Several challenges militating against the proper implementation

of the TVET curriculum emanated from the substantial funding requirements of the programme. There are quite a number of empirical studies suggesting that quality and relevance of the TVET training that learners receive are mainly dependent on the availability of workshops, equipment and teaching and learning materials. Several problems militating against effective implementation of TVET programmes in juvenile correctional training centres have been identified in the literature (such as Johnson & Quan-Baffour, 2016; Mokoteli, 2005; Ozdemir, 2010; Rupande & Ndoro, 2015; Smeets, 2014; Vacca, 2004). Gender issues; infrastructural facilities, human resources constraints, policy inconsistencies and training materials were therefore contextualised as sub-themes were expressed their opinions about the existence or non-existence.

5.2.3.1 The effects of gender, traditional roles on the nature of courses on offer and proposed support strategies

Findings from the present study reveal that the trainees at the selected juvenile correctional centre were compelled to take up building studies and carpentry courses as part of their empowerment programme.

Severe disparities and inequalities were noted in the nature of programmes being offered to the trainees. It is common knowledge that our culture is partly based on gender stereotyping of social roles and activities where boys are expected to perform certain chores with girls' roles restricted to the kitchen. Given this background, the female participants, therefore, felt that the courses being offered create an environment that is insufficient to address the educational needs of the girl child. In the end, the female youths cited cases of female insubordination and male domination emanating from male-dominated courses being forced on them. This could have contributed to low self-esteem in social relations due to a supposedly devalued status emanating from the nature of courses these girls are forced to take. This negative mindset can be changed through intensive counselling services or the training centre administration, expanding the curriculum to embrace some of the gender-neutral courses.

Given the single and centralized TVET, the curriculum being offered at the selected correctional centre, there was a general fear that this might result in poor self-esteem and weak career aspirations on the part of the female youths. The study finds that cases of stigmatization of the girl child and name-calling by fellow trainees and trainers were quite common at the selected juvenile offender correctional training centre, and this has resulted in most of the female trainees dropping these courses or absconding. The study established that upon graduating from the correctional training centre, having been empowered in the two supposedly male-dominated trades, the girl child faces challenges of dislocating herself from the existing culture and tradition deeply rooted in the legacy of a patriarchal system by venturing into the male-dominated trades with minimal chances of securing contracts.

It is common knowledge that learners enjoy learning skills which challenge existing knowledge, have career path desires and have individual passions that give them that drive to take increased responsibility for their learning. The limited range of TVET courses being offered at the selected juvenile correctional training centre appears to have affected most of the learners. This may, in a way, affect the attainment of operational goals of the training centre as stated in the organisation's vision and mission statement. The study recommends the introduction of gender-neutral courses such as Information and Communications Technology (ICT) at the selected juvenile offender correctional training centre.

5.2.3.2 Issues of TVET Funding, Infrastructural facilities, Equipment and Training Materials and Proposed Support Strategies

Government-related challenges such as the issues to do with the provision of capital funding featured prominently in FGD, interviews and official documents which were availed to the researcher. The study finds that lack of capital funding has in various proportions impeded the smooth implementation of the goals and objectives of the TVET programmes at the selected juvenile correctional training centre. The study further established that the selected juvenile correctional training centre had inadequate infrastructure key to the enhancement of teaching and learning. Absence of proper accommodation, workshops and classrooms were seen as barriers to the successful implementation of TVET curriculum. The dormitory type of housing was often

criticised for lack of capacity to meet the juvenile offenders' emotional needs. The general design of the accommodation facilities and the locations could further contribute to an observed decreasing emotional and mental state of the juvenile offenders.

Focusing on the Missouri success story in the reviewed literature, D'Angelo et al. (2013) observed that an effective TVET training for a juvenile training centre can only be given where there is a replica of normal family-style group home living arrangement for juvenile offenders, industrial workshops where trainees follow same operations, using similar equipment and tools used in the actual workplace and that the training centre should be able to update and replace tools regularly in line with new technological developments. As mentioned in the theoretical framework, the availability of appropriate infrastructure is seen as critical in attaining an institutional vision and mission. In the reviewed literature Maposa and Madhlangobe (2019) concur with Mathebula (2014) when they observed that teaching practical skills is very different from teaching knowledge or theory and the availability of infrastructure becomes critical in the skills empowerment programme. Lack of basic infrastructure and insufficient resources to conduct practical tasks remain constant blockages due to insufficient funds as well as limited workshop space. As for juveniles in correctional training centres, availability of workshops and equipment coupled with teacher's knowledge aids in mastery of basic skills and this case this is regarded as the footing for the whole rehabilitation exercise.

This study found out that the juvenile correctional training centre had challenges in providing necessary teaching and learning materials. The official syllabi specify skills, competencies, performances; attitudes and values trainees are expected to learn from the two courses on offer. Absence of crucial teaching and learning materials, therefore, contributed to an observed variation between what the curriculum specifies that students should learn, what the teachers actually teach and what the students learn. Availability of key teaching and learning resources as mentioned in the theoretical framework appeal to the learning requirements of the generation Z juveniles who crave for the adoption of technology-based teaching methods and are fascinated by the fusion of modern machinery in their learning system. De Gabriele (2001) further argued that a possible reason why trainers tend to theorise TVET programmes could be attributed to a critical shortage of training equipment, dilapidated facilities and minimal space for practical

activities. Such a scenario demotivates the learner who in this case, is forced to memorise ideas with the trainer adopting didactic teaching methods in a bid to cover the syllabus. This could be a contributory factor towards an observed negative attitude towards the TVET curriculum and a possible reason for recorded cases of abscondment. All trainers concurred that equipment being used at the correctional training centre was now obsolete and could not match what is available in the industrial sector where these students are expected to work after graduating from the correctional centre.

This observation further reinforces De Gabriele's (2001) argument that graduates from most African correctional training centres are deficient in terms of innovativeness and creativity and that they are incompetent to perform in the labour market as they lack firm skills-based footing. Mathebula (2014) who conducted a similar study at an adult correctional centre found out that personnel in administrative and leadership roles are chosen from people with general education background and had not trained in TVET hence they did not seem to understand the needs of the programme when it comes to the distribution of funds. While the study did not focus on the educational and professional backgrounds of the correctional training centre staff, Mathebula (2014) finding can be considered in coming up with possible reasons to explain why the TVET curriculum at the selected juvenile correctional training centre was grossly underfunded. The general lack of capacity to meet the ideal funding for TVET programme means that the trainees at the juvenile correctional training centre were not able to acquire the envisaged skills for employment and their training could then be considered a waste. It should also be noted that availability of infrastructural facilities, equipment and training materials contribute significantly in motivating TVET learners and teachers, mastery of necessary skills and confidence building as the hope for success under a well-resourced environment will be higher than the fear of failure.

Given the observed challenge of failing to update and equip their training workshops with latest infrastructure, technology and machinery as required by the captains of industry, juvenile correctional centre administrators are therefore being called upon to think outside the box to realise their mission and visions. As a corrective measure, the administrators may seek other sources of funding such as the Zimbabwe Manpower Development Fund (ZIMDEF) which was

set up to finance the development of critical and highly skilled manpower through a training levy paid by registered companies in Zimbabwe. As suggested by most of the correctional centre administrators and trainers interviewed, the juvenile correctional training centre could also benefit from the Basic Educational Assistance Model (BEAM) that is a component of the government of Zimbabwe's Enhanced Social Protection Project (ESPP). Funds from this organization could benefit the TVET curriculum implementation through the acquisition of basic training equipment and renovations of existing infrastructure. Synergies with universities, polytechnics and vocational training centres could benefit the correctional centre in terms of critical skills development, innovation and technology transfer and access to complementary technological knowledge.

5.2.3.3 Human Resources Issues, In-service Training, Policy Inconsistencies and Proposed Support Strategies

Closely linked to the issue of infrastructure was the issue of human resources. The findings reveal that trainers at the selected correctional centre had teaching diplomas and all had journeyman qualifications in their areas of specialisation. In addition, the trainers possessed relevant teaching experience that ranged from six to more than eighteen years. Professional qualifications of the teaching staff have been found to be an outstanding determinant of the success or failure of any curriculum. Snow and Baidawi (2014) acknowledged that the delivery of quality TVET is dependent on the competence of the teacher and this is measured in terms of the technical and pedagogical skills as well as being abreast with new technologies in the workplace. Successful implementation of TVET programmes in Missouri State and many Australian juvenile correctional training centres was highly credited to their trained teaching personnel (Borzycki & Baldry, 2003; D'Angelo, Brown & Strozewski 2013; Mendel, 2010; Mendes, Snow, & Baidawi, 2014). In some recorded successful countries in the literature, highly qualified instructors were seconded from industries to teach in juvenile correctional centres, and full-time teachers were required not only to be qualified in their courses but to have spent several years working in the industry before taking a TVET training career. D'Angelo, Brown and Strozewski (2013) pointed out that provisions of high quality-multi skilled teachers and reduction of competitive pressures by narrowing down income differentials contributed to the

successful implementation of TVET education programmes in American and Australian correctional models.

A widely held belief by several authorities (Brodus, 2001; Callan & Gardner, 2007; Garfinkel, 2010; Johnson & Quan-Baffour, 2016; Rupande & Ngoro 2015) is that TVET programmes being offered in African juvenile correctional centres can be dramatically improved if the trainers are adequately qualified and committed. Several studies have concluded that highly trained teachers have a positive bearing on the quality and validity of any given curriculum (see; Lengvinas, 2010; Marsh, Evans, & Williams, 2010 and Macomber et al. 2010). This finding concurs with Snow and Baidawi (2014) who state that suitably qualified trainers must be abreast with new technologies in the workplace and should have sufficient industrial exposure and experience in the application of the skills and knowledge to the operations and processes they undertake to teach. This can give trainees a strong start to their careers after graduating from the correctional centres.

While the correctional training centre should be credited for recruiting highly qualified training personnel, it was established that the training staff complement was not enough to man all the course components being offered leading to a high trainer/trainee ratio. The official TVET syllabi document stipulated that for effective teaching of practical subjects, the trainer /trainee ration shall be kept at 1:15. The breakdown of the trainer/trainee ratio at the selected juvenile correctional centre indicated an average of 1 trainer to 38 trainees which was observed as a serious departure from best practices and a total negation of the dictates of the national policy on TVET. Shortages of skills trainers have negative implications on the trainees' competence; hinder students' participation in practical work as well as lowering the level of competency after graduating from the correctional training centre. Maposa and Madhlangobe (2019) observe that this situation has created bottlenecks towards the implementation of TVET policy leading to an observed low promotion of TVET at the national level.

While the trainers had requisite pedagogical training, it was also established that they dealt with juvenile offenders coming from diverse family backgrounds. Some of these trainees had not attended any formal schooling before incarceration; others had been exposed to high-risk factors;

with a few inmates having identified by social workers and psychologist as having mental health conditions. The study established that the trainers lacked specialised training to deal with the psychological, emotional and learning needs of these marginalised youths. The following statements confirm this finding: *T5: Some of these teachers do not handle us properly. They always suspect that we are criminals [laughter by other participants]... In class, they favour those with a clean history. They must be trained to treat us fairly.*

T8: We have some of us who appear to be mad! [laughter by all participants]. They need teachers who know them. They cannot do these courses.

From the statements made by trainees, the study established a critical need for specialist training and in-servicing of trainers to accommodate the special learning needs of juvenile offenders for effective learning to take place. In addition, these trainers were also expected to master techniques of sign language to communicate with such cases as they impart skills. This recommendation is being made as a result of an observed communication barrier with one trainee living with hearing disabilities who was enrolled at the selected correctional centre.

Among the notable findings from relevant literature was the issue of policy inconsistencies within the TVET sector. The UNESCO (2012) report on TVET policy issues in African countries observed that the TVET curricula in most African countries are mostly institution-based and fragmented under different ministries and the private sector with each institution offering its programmes under narrow parochial policies. The assertion by UNESCO (2012) corroborates with the Zimbabwean situation where TVET programmes appear to be uncoordinated and have little practical relevance to the needs of the industry.

A SWOT analysis conducted by the researcher unearthed policy inconsistencies emanating from two-parent ministries administering the TVET programmes at the selected juvenile correctional Centre. The Ministry of Public Service, Labour and Social Welfare is the custodian of all correctional centres has its set of policies regarding TVET education in juvenile training centres, with MoPSE on the other side pushing for its policies regarding recruitment of training staff, curriculum formulation and implementation policies, teacher/student ratio and quality control issues.

Callan and Gardner (2007) endorses findings in the SWOT analysis by affirming that the major challenge facing TVET curriculums in most of the African countries is the lack of or unsatisfactory policy framework and further suggested that an ethical policy framework will help promote TVET and its curriculum design and delivery to meet the labour market. The study further established that as a result of policy inconsistencies, there was a critical shortage of teaching personnel leading to a high lecturer/learner ratio in the two sections which were operating. The decommissioning of a once vibrant agriculture section was as a result of non-availability of training staff emanating from a decision to freeze recruitment in the civil service as part of the Zimbabwean government's staff rationalisation exercise in line with the recommendation of the Civil Service report of 2015.

Curriculum developers interviewed weighed in when they observed that absence of a channel of communication and policy direction between the Department of Child Care and Protection Services and MoPSE on matters to do with training and secondment of teachers to handle juvenile offenders was blocking the development of programmes for these vulnerable youths. This state of affairs at the selected juvenile correctional training centre makes sad reading for it is in sharp contrast with tenets of the constructivism and critical pedagogy theories. Both learning theories are bonded by an intricate relationship centred on the role of the teacher in curriculum implementation where the teacher is taken to be a cog on a wheel acting as a facilitator, providing a positive, supportive and vibrant learning environment, and learning activities (praxis).

Shortage of facilitators and large class sizes which do not match with the supply and provision of training resources have severe negative impacts on the acquisition of skills since the facilitator will turn learners into passive recipients of information rather than being actively involved in the construction of knowledge (Smeets, 2014). As noted in CIET (1999) and Zvobgo (1994) the observed scenario adds weight to a pervasive public misconception of the role of TVET programmes, consigning those who attend TVET in correctional training centres in Zimbabwe to low social status with the programmes being regarded as mere gap fillers while the juveniles serve their sentences. This also partly explains the increase in abscondment cases recorded at the institution.

As possible solutions to the situation, respondents lobbied for greater cooperation between the responsible ministries by ensuring that inter-ministerial consultations are carried out to ensure that coherent and well-coordinated policies are prepared to reflect the interests of the relevant stakeholders. To ensure that the issue of the policy framework is addressed in TVET curriculum design and implementation, Callan and Gardner (2007) suggested that publicity and advocacy for a well-coordinated TVET policy can serve as a driving force to the attainment of any TVET programme goals. Thus consistent government policies towards TVET programmes give all key stakeholders a shared language, a shared vision and a shared understanding of how best to implement TVET programmes in juvenile correctional training centres to reduce crime and promote community re-integration of the juvenile offenders.

Support strategies proposed to deal with equipment shortages include the promotion of partnerships/synergies between the training institution and the business community/industry so that obsolete equipment from industries can be donated to the training centre to enhance training. Sharma and Naisele (2008), who suggested that TVET training institutions should leverage on industry partners to gather industrial-based experience and assessment of trainees supported this view. In addition, concerted efforts should be made by the government through relevant departments to enhance the efficiency, resourcefulness and competence of teachers and other personnel through training, capacity building and training workshops. Furthermore, other strategies for repositioning the TVET curriculum at the selected juvenile correctional centre include improving the conditions of service and regular motivation for TVET trainers coupled with regular sensitisation of the trainees, communities and other stakeholders to improve the poor perception of the TVET programmes. In the absence of necessary corrective measures to address the stated challenges, the juvenile correctional training centre's primary objective of training and imparting the necessary skills leading to the production of craftsman and other skilled personnel will be jeopardised.

5.3.0 Summary of the Study

This study aimed to evaluate the TVET curriculum of a selected juvenile correctional training centre as perceived by key stakeholders. This was in response to the need to prepare this often-disadvantaged group for the needs of the 21st century and changes in global education standards.

The enthusiasm to evaluate the TVET curriculum of the selected juvenile correctional training centre was bolstered after realising that graduates from most of the penitentiary training centres were often disconnected from the ever-changing life patterns and the global socio-economic order in which they lived and worked after serving their terms. Additionally, the need for a curriculum evaluation exercise for the selected Zimbabwean juvenile offender correctional training centre also emanated from the three socio-economic and political revolutions that took place in the post-independence era that resulted in the call for new curricula that is more responsive to new market trends and modern global economies. This implies that correctional training centre educational programmes were also to be re-aligned to suit the latest policy shift. The background of the study provided the problem and its setting and exposed the statement of the problem, research objectives and questions guiding the study.

International and regional literature pertinent to the study was reviewed. The focus of the literature reviewed was on the following areas:

- provision of TVET education in a correctional setting;
- juvenile correctional systems in Zimbabwe;
- challenges in the implementation of the TVET curriculum in correctional training centres, curriculum development for juvenile offenders in Zimbabwe;
- curriculum systems and models, evaluation for improving the curriculum of a juvenile correctional training centre, curriculum evaluation models; and
- curriculum evaluation process and phases in the curriculum evaluation process.

Various theories of learning and child development were also interrogated. The two theories that were proposed when the research was conceptualized were social constructivist as propounded by Vygotsky (1978) and Freire's (1972) critical pedagogy theory. The two theories complemented each other since they set a footing upon which a TVET biased curriculum could be evaluated. From the two theories, it was proposed that a well-balanced TVET curriculum should be student-centred; competency-based and should promote collaborative learning, critical reflection; problem-solving; curriculum to cite a few examples.

From the extensive literature reviewed, it has been noted that the literature on correctional discourse focuses on other areas like juvenile delinquencies, penology and criminological aspects. Very few studies had been carried out focusing on curriculum evaluations and reforms in juvenile correctional training centres in an African perspective hence the need for this study to investigate that area.

The study dealt with qualitative data interpretation riveted in the constructivist theoretical framework based on Robert Stake's Countenance Model of evaluation. The qualitative research design was selected as this enabled the researcher to evaluate the curriculum in a natural setting. This accorded the researcher to offer valuable interpretations of notable observations in this setting. All these could only be achieved by using the qualitative methods that regard the researcher as a useful research instrument. A purposive sampling technique was used in drawing participants into the study. Meaning oriented methodologies such as interviews, document analysis, SWOT analysis, observations and focus discussions were used to collect data. The use of multiple methods of collecting data was intended to corroborate data, enhance credibility and then through the SWOT analysis interpretation inferences were drawn. The data collected were analysed through thematic analysis. To give voice and originality to their views on the issues studied and to establish the confirmability of the research, Chapter 4 presented multi-voiced impressions of the stakeholders' responses to questions put to them. The case study research design made it possible for the study to answer the following research questions, which were derived from the objectives of the study:

1. What are the stakeholders' perceptions of the TVET curriculum offered at a selected juvenile correctional training centre in Zimbabwe?
2. What are the strengths and weaknesses of the current TVET curriculum for juvenile offenders in Zimbabwe?
3. What are the barriers of the current TVET curriculum being offered at a selected juvenile correctional centre?

4. What support strategies should be used to successfully implement the expected revised TVET curriculum to align it with emerging market trends, new global economies and educational reforms in Zimbabwe?

5.3.1 Key Findings

The study established that:

1. The selected juvenile correctional centre's vision and mission appealed to the key stakeholders.
2. There was agreement that the juvenile correctional training centre's long term goals, values, culture and aspirations are clearly and concisely articulated.
3. The philosophy underpinning the curriculum was also upheld because of its roots in the Zimbabwean culture and history and the zeal to inculcate the spirit of *hunhuism* or *ubuntuism*.
4. The study hailed the use of TVET curriculum as part of the rehabilitation process.
5. A TVET biased curriculum being administered in a juvenile correctional training centre was seen as instrumental in developing a new generation of youths who will face the challenge of achieving sustainable socio-economic development.
6. The study, however, observed the need to expand the current curriculum by introducing shorter demand driven modules and to impart an entrepreneurial culture among the juveniles through skills and business management training to increase learners' chances of getting employment after graduating from the institution or to start their enterprises.
7. A curriculum document analysis and SWOT analysis that was conducted unearthed quite a number of some of the programme weaknesses of the TVET curriculum being offered at the selected juvenile correctional centre. Issues raised were categorised under curriculum content, pedagogics, and assessment methods. The study findings revealed dissatisfaction with the nature of content crafted for the trainees. The adopted Building Technology and Wood Technology syllabi proved to be very challenging for most of the learners who just needed skills training in their areas of study.
8. The study revealed that classes taking in the TVET curriculum were not being exposed to a variety of pedagogical strategies which help develop social and cooperative skills

through group work and communication skills through peer presentations. Teacher-centred teaching and learning methodologies were contrary to the critical pedagogy theory asserted by Freire (1972) and Vygotsky's (1978) social constructivist principles where the rehabilitative nature of this usually marginalised group was supposed to benefit immensely from group effort which in addition fosters the spirit of family hood and tolerance through team effort. Implications of these findings were examined and found to be consistent with the results of similar studies carried out focusing on programme evaluation in juvenile justice residential facilities in selected African countries.

9. Participants concurred that continuous assessments were being conducted as per syllabi recommendations, but trainees were not subjected to summative assessments in all the two courses on offer. The study established that most of the test items were predominantly theoretically based, where the trainees merely recited and recalled theoretical components of the courses and that practical skills were being taught and tested theoretically with little practical exposure.
10. The relevance of the TVET programmes was compromised by numerous challenges militating against effective implementation of the TVET curriculum for juvenile offenders at the selected correctional training Centre. These challenges were categorised under gender issues; infrastructural, human resources constraints, policy inconsistencies and paucity of training materials. Institutional barriers, coupled with low faith and confidences in the TVET programmes, were indicative of minimised relevance of the TVET curriculum to trainees and key stakeholders. This further demotivated trainees and created a negative image of the skills empowerment exercise. The selected juvenile correctional training centre was thus found not to be fulfilling its mandate of equipping juvenile offenders with employable skills with participant stakeholders concerned about the alarming lack of relevant job competencies among the juvenile correctional training centre graduates. The study perceives that the challenges being encountered by the juvenile correctional training institution defeat the objective principle of a good TVET training institution.
11. Overall the research shows a massive divergence between the kind of graduates employers expect and those being produced by the selected juvenile correctional training

centre as attested by the majority of the participant stakeholders and several support strategies have therefore been proposed aimed at re-visioning and rebranding the TVET curriculum.

5.4.0 Implications and Conclusions

The study set out to evaluate the TVET curriculum of a selected juvenile offender correctional training centre in Zimbabwe. The aims of the study were achieved since numerous issues militating against effective implementation of the TVET curriculum for juvenile offenders at a selected juvenile offender correctional training centre were unearthed. The study also identified the views of stakeholders about various dimensions in the evaluation of the TVET curriculum administered at the selected juvenile offender correctional training centre. Most of the research findings matched, to some extent the literature reviewed. The results of this study have some educational implications for curriculum designers, TVET trainers, and heads of correctional training institutions and the Department of Child Care and Protection Services that fall under the Ministry of Public Service, Labour and Social Welfare.

Scholarly opinion converges on the deduction that a TVET biased curriculum is the best form of rehabilitating juvenile offenders as it provides them with an educational and vocational pathway that will support their productive contribution to the economic and social life of the community. The study bolstered on this notion hence the need to evaluate the TVET curriculum of a selected juvenile correctional centre in a bid to improve the existing TVET curriculum.

It was established that the content of the TVET curriculum was being theorised because of quite a number of institutional challenges. The trainees at the selected juvenile correctional training centre continue to miss opportunities to acquire modern skills-based education. Curriculum content was found to be out-dated; thus trainees were pursuing a sabre-toothed curriculum hence reinforcing initial observation made in the study background when stakeholders rightfully observed that the graduates from juvenile correctional centres were deficient in terms of innovativeness and creativity and that they were incompetent to perform in the labour market as they lacked firm skills-based footing. From the issues raised, it can be concluded that the

selected juvenile offender correctional training centre and industrial linkage did not play their joint role in producing competent, skilled and educated workforce.

The findings of the study confirm the lack of synergies with the business community and the industrial sector. The correctional training centre programmes were found to be deficient in meeting numerous national government reforms, for example, the agrarian reform that culminated in a massive policy shift in the education sector resulting in the call for new national curricula designed to produce workforce to take up posts in the new agrarian-based economy. The study established that the current TVET curriculum being followed at the selected correctional centre was not suitable to the national policy shift emanating from the crafting and adoption of the Zimbabwe Agenda for Sustainable, Socio-Economic Transformation (ZIMASSET) as cited in the introductory chapter.

Several programme weaknesses and threats were established, and these were cited under pedagogical or teaching strategies, assessment and evaluation issues and curriculum content issues. In addition, the selected juvenile offender-training centre had numerous infrastructural challenges coupled with an acute shortage of equipment, tools and machinery. This implies that the quality of training was compromised and rudimentary. A lot of work remains to be done concerning the overall goal of helping juvenile offenders develop more marketable skills by improving the overall effectiveness of the TVET curriculum. The study emphasises and brings to light the need for interagency collaboration to increase the quality, relevance and efficiency of the TVET curriculum.

Findings revealed that several conflicting policies emanating from two ministries adversely affected staffing, nature of programmes offered, completion of programmes by the juvenile offenders, summative assessment and certification of the wards. Absence of a channel of communication, inter-ministerial policy guideline and lack of a formal relationship between the Department of Child Care and Protection Services and MoPSE have negatively affected curriculum implementation, quality of training and the general attitude of stakeholders towards the TVET curriculum at the selected juvenile correctional centre. This was seen as a possible

contributory factor to a relatively low programme completion rate at the juvenile offender correctional training centre.

Finally, several support strategies were proposed top of the list is the urgent need to reformat the current juvenile offender correctional centre education by re-invigorating the teaching of TVET biased curriculums through provision of linkages with industries that will provide the hands on training to the juvenile offenders. Additionally, the study findings imply the need for stakeholder involvement at all levels in order to bring about continuity in the juvenile offender correctional education and preventing recidivism.

5.5.0 Recommendations for Policy and Practice

This section is devoted to the elucidation of the recommendations in accordance with the main research aim and research questions. The specific recommendations of this study are directed primarily at the Department of Child Care and Protection Services. It is hoped however that recommendations will lead to the involvement of the parent Ministry, individual juvenile correctional centres, other centres offering TVET courses and all those involved in curriculum designing and evaluation to a much higher degree than has prevailed before. In light of the significant findings of the study, the literature reviewed, and personal experiences of the researcher, the following recommendations are made.

- 1. Revise the TVET curriculum content and align the curriculum standards with industry needs*

The study recommends that the TVET curriculum should be revised to meet key expectations of the working world, the TVET curriculum objectives ought to be revisited so that they become skewed towards skills acquisition, a notable departure from the current behavioural objectives. The content of the existing courses should be revised to suit abilities, aspirations and needs of the juvenile offenders. Additionally, the TVET curriculum should provide an opportunity for the learners to be exposed to content that is closely related to their daily life experiences to enhance learning. There are several useful courses that juvenile offenders can be involved in to prepare them for useful life after graduating from the juvenile correctional training centre. The TVET curriculum should be expanded to include more demand-driven short modularized courses with

all learners expected to be ICT compliant. Procedures for selection and admission into various TVET programmes should be crafted after conducting a needs analysis with the trainees.

Furthermore, the research recommends the fusion of literacy and entrepreneurial skills in the content and the introduction of the internship to close the skills gap by exposing juvenile offenders to the latest technology on the market. The proposed expanded curriculum should also include creative and cultural activities, physical education and sports, social education and library facilities. The study recommends that student internship should be made an integral part of the TVET curriculum with necessary legislation crafted to ensure the industry's acceptance of juvenile offenders as interns. Sending juveniles to these companies or public service institutions will also promote a smooth transition into the community after their release from the correctional training centre.

The TVET curriculum should be expanded to incorporate short training courses to cater for short term stay juvenile offenders, and industrial experts and curriculum experts should be involved in crafting and re-visioning of the TVET curriculum for the juvenile offenders at the selected correctional training centre. It is hoped that the proposed changes to the TVET curriculum for the selected juvenile correctional centre will play a pivotal role of equipping the juvenile offenders with competencies that meet the requirements of the industries and prepare them to be part of the 2030 National Vision.

2. There is a need for effective teaching and learning of TVET content/concepts and assessment practices

The adopted TVET syllabi are based upon interactive, learner-centred, multi-sensory and hands-on approaches. Trainers should, therefore, seize every opportunity to innovate and experiment with new modes of instructional media and teaching strategies that expose trainees to related living experiences to enrich their learning experiences and promote their learning motivations. This involves extensive use of videos, with a bias towards design technology, project-based learning, experimentation, gallery walks, visual-tactile just to cite a few learner-centred examples. These teaching methods will complement the design approach that forms the basis of TVET curriculums. These proposed teaching approaches and principles encourage curiosity and

promote practically oriented learning whereby learners apply their experiences, knowledge, skills and attitudes independently. Closer links with the department of audio-visual services that fall under the National Curriculum Development Unit are strongly encouraged.

Furthermore, seminars and conferences should be organized for the trainers from time to time to keep them abreast of different instructional skills that they can use when training juvenile offenders. On assessment, the study recommends a radical shift from the current assessment methods by employing more practical biased portfolio assessments and a summative trade testing assessment by a reputable national examination board external to the juvenile correctional training centre. The teaching staff should also develop uniform assessment standards, which will be part of the portfolio assessments, for measuring satisfactory completion of TVET modules

3. Need for development of partnerships between Zimbabwean juvenile correctional centres and industry

To mitigate the shortage of educational equipment and materials, it is recommended that a joint plan of action between the juvenile correctional training centre, the industry and other stakeholders like the NGOs, technical teachers colleges, polytechnics colleges and the Curriculum Development Unit (CDU) be formulated. This alliance may foster a working relationship that may pay dividends in the TVET training programmes. The juvenile correctional training centre understudy may benefit from material support the industry can provide. All those involved in the planning of educational programmes will become better informed about expectations of the industry, and in the end, the juvenile correctional training centre will benefit from such synergy as their students will be attached to the industries thus exposing them to the real world of work. This will bring a greater degree of realism to pupils training programmes. This study recommends that the Department of Child Care and Protection Services should also upgrade its support in the form of financial resources to improve existing infrastructure and construct more workshops to accommodate an expanded curriculum.

4. Need for allocation of adequate time for workshop practice

The selected Zimbabwean juvenile correctional training centre is committed to the prevention of crime and re-offending by equipping the youths with technical skills for employment or joining the informal market system. This implies that the teaching and learning of the TVET curriculum, which is basically project and skills-based must be allocated sufficient time to enable the juveniles to master required competencies. It is therefore recommended that at least twelve hours per week per course be assigned to workshop practice.

5. There is a need to facilitate retraining of staff through in-service courses

Trainers at the selected Zimbabwean juvenile correctional training centre are often strictly oriented towards the traditional school system where they see the same objectives for correctional education and training being the same as those in the formal school system. This was revealed by the wholesale adoption of the secondary school practical subjects' syllabi as training manuals for their TVET programmes. Such a situation calls for a reorientation of the teaching workforce through special in-service courses. The empirical investigation also revealed that trainers lacked industrial experience and exposure to the latest technology used in their respective subject areas. In addition, it was established that they lacked specialised training to deal with the psychological, emotional and learning needs of the juvenile offenders. This can be addressed through mounting staff developing workshops and attaching trainers to well-resourced industries during vacation periods as part of skills upgrading internship. Specialists from other educational faculties of local, regional and international universities should be invited to deal with unique training needs of the juvenile offenders.

6. There is a need to arrest policy inconsistencies in the promotion of TVET curriculum in Zimbabwe

The study established that policy inconsistencies remain major drawbacks in the implementation of TVET curriculum in the selected juvenile correctional training centre. Policy uncertainty only serves to contribute to a climate of policy uncertainty, and, sadly, policymakers tend to be preoccupied with the maintenance of order and stability leaving out critical issues, which involve

the education and welfare of juvenile offenders incarcerated in correctional centres. The Department of Child Care and Protection Services and MoPSE could meaningfully reduce the level of policy uncertainty and its adverse impact on the programme implementation if the process of policy formation encompasses co-ordination, rationality, consultation and collaboration. To ensure that the issue of the policy framework is addressed the study calls for greater co-operation between the Department of Child Care and Protection Services and MOPSE. In addition, legislation should be put in place to guide operations of juvenile correctional education supported by appropriate policies and resources. Policies should be clear of the intended objectives and goals to successfully implement TVET curriculums in juvenile correctional training centres across the country. Continuous evaluation of the TVET curriculum and policies should be conducted to identify new challenges and revolutionise the completely training programme. The study, therefore, recommends the creation of a system for continuous programme evaluation and quality enhancement. A crucial constraint on TVET training at the selected Zimbabwean juvenile correctional training centre is the unilateral transfers of juvenile offenders to other training centres and the length of inmates' sentences that at times forces the offender to leave training before completion of the course outlines. The judiciary system and the institution should adopt a new policy to deal with these impediments to enable the juvenile offenders to complete their modules with a final assessment being conducted in-situ.

7. Stakeholder perception of the TVET curriculum needs always to be taken into account

The study established positive attitudes of the TVET curriculum for the juvenile offenders at a selected correctional training centre by stakeholders. However, some misconceptions of the whole programme were recorded, and these misconceptions had negative impacts on the effectiveness of the TVET programmes as part of the trainee rehabilitation process. The Department of Child Care and Social Services should mount extensive public awareness programmes through social media networks, to educate the public about the importance of TVET in poverty alleviation and unemployment reduction. In addition, the Department of Child Care and Social Services should work with the Ministry of Higher and Tertiary Education (MoHTE) to create pathways for further learning. It appears that reforming the education curriculum for

juvenile offenders has received very low government priority in this respect. Juvenile offenders after serving their time in these institutions, often find it challenging to join the formal education school system because the correctional school curriculum appears to be running parallel with the formal school system rendering the whole programme a dead end as it had no progressive learning path for those youths who might want to proceed with further education. TVET universities should be opened to advance and improve the images of trainees on TVET, and the parent ministry should create a policy or regulation mechanism which supports flexible learning pathways and modularisation.

These recommendations are aimed at rebranding the TVET curriculum being offered at the selected juvenile correctional centre and promoting the successful transition of the state-run correctional centres from the detention settings to TVET training hubs of excellence.

5.6.0 Limitations of the Study

The study was constrained by several factors prominent among them are:

Parents or guardians of the juvenile offenders incarcerated at the selected juvenile offender correctional training centre were excluded in the study because the researcher anticipated challenges in locating them and possible resistance to taking part in the study based on ethics and fear of being interviewed since the country was in an election mode. This limitation did not affect the study findings since the CDU officials and the ex-offenders who were interviewed also acted *in-loco parentis* in the evaluation exercise.

Researching a juvenile correctional training centre proved to be a tedious process where one had to abide by stringent security protocols and regulations. As part of a credibility check, the researcher was supposed to conduct a member checking exercise with participants. As explained in chapter three, member checking entails the researcher going back to the sources of information to make sure that the collected data represented a true reflection of the fieldwork. Holliday (2010) and Kirk and Miller (1986) emphasised the need for participants to be accorded a chance to evaluate the accuracy and credibility of the collected data. Member checks involved research participants checking transcripts of interviews for accuracy as part of inference quality.

The researcher met with all other participants for a member checking exercise, but stringent conditions were set for a scheduled meeting with the juvenile offenders who had participated in the FGD for a member checking exercise. The centre superintendent felt that the member checking exercise with the concerned juvenile offenders was to be conducted in the presence of security guards and some correctional officials and the researcher cancelled the appointment since he felt it would compromise confidentiality issues.

This research was a localised on-site TVET curriculum evaluation that focused on one targeted juvenile correctional training centre. The study did not provide generalisations and inferences because the correctional training centres followed different curriculums with each correctional centre adopting educational programmes according to what works for them. While generalisability had been a noted challenge of the case study because it is bounded (Hancock & Algozzine, 2015; Soy, 2015), the study aim was to obtain an in-depth understanding of the TVET curriculum for the juvenile offenders at a selected correctional training centre, not its breath. The evaluation criteria considered issues to do with relevance, effectiveness, efficiency, significance, completeness and practicality of the TVET curriculum. Thus no attempt was made to predict or control behaviour or to cause and effect relationship as is the case with the experimental inquiry. Some conclusions and recommendations in this study, therefore, might not be applicable to some juvenile offender correctional training centres as the understanding and implementation of TVET curriculums are diverse and situational. The study can still provide rich and significant insights into events and programmes.

In the study, the researcher used lesson observation as one of the data collection methods where observation checklists were used. Creswell (2012) says that observation in social sciences is often less objective because it frequently involves interpretation on the part of the observers. In allegiance with this statement Taylor, Bogdan, and DeVault (2015) aver that observations have their limitations mostly related to observer's subjective interpretation and that participants can perform well during an observed lesson to appease the observer. The above limitations did not, however, compromise study findings as the researcher moved a step further and made efforts to find alternatives and solutions to counter limitations encountered.

5.7.0 Recommendations for further research

This section outlines several avenues for future research and concludes the thesis. A possibility for new research in this area exists, precisely because this study as a case study cannot be used as a basis of generalising about the situation in all state-run juvenile correctional training centres. What may be required is to carry out a series of similar case studies targeting all juvenile correctional training centres in Zimbabwe to determine whether similar findings as in the present study would be arrived at.

A second possibility for further research in this area may focus on rebranding the technical and vocational education programmes in the Zimbabwean juvenile correctional training schools through the deconstructive and reconstructive methodologies. After an evaluation of the TVET curriculum, one can recommend the revision of the current TVET curriculum followed by crafting of a correctional curriculum which focuses on the learners' capacity to apply acquired knowledge, skills and to solve day to day problems independently. The new TVET curriculum model should aim to produce technologists and technologically literate citizens who are creative problem solvers.

A third possibility may look into the challenges of Technical and Vocational Education Training in Zimbabwean juvenile correctional centres as viewed by stakeholders.

A fourth possibility for further research may focus on the effectiveness of reformatory centres in equipping juvenile offenders with technology skills in preparation for reintegration into the communities in Zimbabwe.

Many issues were raised concerning the teaching strategies as part of the TVET curriculum implementation. Therefore, a further study is needed focusing on factors influencing teacher receptivity to using participatory methodologies in the teaching of Technical subjects in Zimbabwean juvenile correctional centres.

A sixth possibility also exists regarding the impact of the TVET programmes in Zimbabwean juvenile correctional centres. Further studies can be conducted to establish whether the nation's investment in juvenile correctional TVET is indeed achieving its intended outcomes. The

proposed study may focus on evaluating the effectiveness of correctional education on graduates from various juvenile correctional training centres in Zimbabwe.

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APPENDICES

Appendix A: Letter Applying for Permission from Ministry of Public Service, Labour and Social Welfare



University of KwaZulu-Natal
School of Applied Human Sciences
Private Bag X01, Scottsville
Pietermaritzburg 3209
South Africa

15 May 2017

The Permanent Secretary
Ministry of Public Service, Labour and
Social Welfare
P O Box CY 7707
Causeway
Harare.
Zimbabwe

Dear Sir/Madam

Re: Request for permission to conduct a study at a selected correctional training centre

My name is John Chakamba I am a PhD student in the School of Applied Human Science, at the University of KwaZulu-Natal. In fulfilling the requirements of the degree I plan to conduct a study. The focus of my study is on conducting an evaluation of the Technical and Vocational curriculum in Zimbabwean correctional training centres through a study of stakeholders' perceptions.

I am kindly requesting for permission to conduct my research at a selected correctional training centre. The study will involve interviews with the Centre Superintendent, headmaster and Technical and Vocational trainers, as well as focus group interviews with learners. I will also analyse key educational documents that are available at the training centre. This research should take about two months.

The data collected will be used purely for research purposes. Confidentiality and anonymity will be observed and adhered to. Data collected will be stored securely. I will ensure that there will be as little disturbance of teaching activities as possible. On completion of this study, I am willing to share the results and any recommendations that may arise from this study.

If you need any further information about this research, my contact details, my supervisor's details are given below.

I look forward to your favourable response to my request.

Yours Faithfully

JohnChakamba

PhD student (Student no.215078705)

Cell: +263773387012

+27617233987

Email: jchakamba@yahoo.com

SUPERVISOR: Prof. Augustine Nwoye

Phone no: +27 (0)33 260 5549

E-mail : nwoye@ukzn.ac.za

School of Applied Human Sciences Postal Address: Private Bag X01, Scottsville,
Pietermaritzburg 3209, South Africa. **Telephone:** +27 (0)33 260 5549. **Facsimile:** +27 (0)33 260
5809

Appendix B: MoPSLSW, Permission to Conduct Research at a Selected Correctional Training Centre

Official communications
should
Not be addressed to
individuals



ZIMBABWE

DEPARTMENT OF SOCIAL WELFARE
Compensation House
Cnr 4th Street/Central Avenue
P.O. Box CY 7707
Causeway
Zimbabwe

Telephone: Harare 790871-6
Telegraphic Address:
'WELMIN
Fax: 796080/

SW 12/5

23 May 2017

→ John Chakamba
University of Kwazulu- Natal
School of Applied Human Sciences
P.Bag X01
Scottville, Pietermaritzburg
South Africa



**RE: PERMISSION TO CONDUCT A RESEARCH ON A TOPIC ENTITLED:
TOWARDS RE-VISIONING THE TECHNICAL AND VOCATIONAL CURRICULUM
IN ZIMBABWE CORRECTIONAL TRAINING CENTRES**

Receipt of your letter dated 15 May 2017 with the above mentioned matter is acknowledged.

Please be advised that permission is hereby granted for you to carry out a research on the topic entitled 'Towards re-visioning the technical and vocational curriculum in Zimbabwe correctional training centres'.

Permission is granted **STRICTLY** on condition that the research is for academic purposes only in pursuit of your PHD at the University of Kwazulu Natal and that the **IDENTITY** of participating children is protected at all times.

May you kindly submit a copy of your final research document to the Department of Social Welfare upon completion as the subject matter of your study has a bearing on our mandate.


S.Soko

ACTING DIRECTOR-SOCIAL WELFARE

Appendix C: Letter to the superintendent of the Selected Correctional Training Centre Seeking Permission to Conduct a Study



University of KwaZulu-Natal
School of Applied Human Sciences
Private Bag X01, Scottsville
Pietermaritzburg 3209
South Africa
28 May 2017

The superintendent

[Details of the selected correctional centre have been deleted for ethical reasons]

Dear Sir/Madam

Re: Request for permission to conduct a study at your correctional training centre

My name is John Chakamba I am a PhD student in the School of Applied Human Science, at the University of KwaZulu-Natal. In fulfilling the requirements of the degree I plan to conduct a study. The focus of my study is on conducting an evaluation of the Technical and Vocational curriculum in Zimbabwean correctional training centres through a study of stakeholders' perceptions.

I am kindly requesting for permission to conduct my research at your training centre. The study will involve interviewing the Centre superintendent, the training centre head, Technical and Vocational trainers, as well as focus group interviews with learners. I also intend to analyse official educational documents such as: institutional policy documents; strategic plans;

syllabuses; annual reports; assessment and evaluation reports, mission statements, academic planning documents, and TVET schemes of work.

The data collected will be used purely for research purposes. Confidentiality and anonymity will be observed and adhered to. Data collected will be stored securely. I will ensure that there will be as little disturbance of teaching activities as possible. On completion of this study, I am willing to share the results and any recommendations that may arise from this study.

If you need any further information about this research, my contact details and my supervisor's details are given below.

I look forward to your favourable response to my request.

Yours faithfully

John Chakamba

PhD student (Student no.215078705)

Cell: +263773387012

+27617233987

Email: jchakamba@yahoo.com

SUPERVISOR: Prof. Augustine Nwoye

Phone no: +27 (0)33 260 5549

E-mail : nwoye@ukzn.ac.za

School of Applied Human Sciences Postal Address: Private Bag X01, Scottsville,
Pietermaritzburg 3209, South Africa. **Telephone:** +27 (0)33 260 5549. **Facsimile:** +27 (0)33 260
5809

Appendix D: Gate Keeper's Permission to Conduct a Study at the Selected Training Centre

Document has been withheld to retain confidentiality. Can be availed on request for audit purposes.

Appendix E: Ethical Clearance Letter from the University



10 January 2018

Mr John Chakamba 215078705
School of Applied Human Sciences
Pietermaritzburg Campus

Dear Mr Chakamba

Protocol reference number: HSS/2069/017D
Project title: Towards re-visioning the technical and vocational curriculum in Zimbabwean Correctional Schools : Program evaluation and a study of Stakeholders' Perceptions.

Full Approval – Full Committee Reviewed Protocol

In response to your application received 2 November 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Prof Augustine Nwoye
cc Academic Leader Research:
cc School Administrator: Ms Nondumiso Khanyile

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymnm@ukzn.ac.za / mohupo@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix F: Invitation Letter for Potential Research Participants



University of KwaZulu-Natal
School of Applied Human Sciences
Private Bag X01, Scottsville
Pietermaritzburg 3209
South Africa
Date.....

Dear Mr/Ms/Mrs.....

Re: Request for your participation in a study

My name is John Chakamba I am a PhD student in the School of Applied Human Science, at the University of KwaZulu-Natal. In fulfilling of the requirements of the degree I plan to conduct a study. The focus of my study is on conducting an evaluation of the Technical and Vocational curriculum in Zimbabwean correctional training centres through a study of stakeholders' perceptions.

The study will involve interviewing you as well as analysing official documents such as syllabuses; assessment and evaluation reports, and schemes of work. The interview should last not more than an hour.

I believe the knowledge that is to come out of this study would be beneficial to the Training Centre and the Department of Child Care and Social Services. I will keep the identities of all research participants confidential. Please also note that participation in this study is voluntary and that you are free to withdraw from the study at any time if you so wish without suffering any

negative consequences. If you agree to participate please sign the declaration form attached. Also find attached the information sheet detailing information about the study.

I am looking forward to your favourable response to my request. Thank you for your academic support, co-operation and valuable time.

Yours Faithfully

John Chakamba

PhD student (Student no.215078705)

Cell: +263773387012

+27617233987

Email: jchakamba@yahoo.com

Supervisor: Prof. Augustine Nwoye

Phone no: +27 (0)33 260 5549

E-mail : nwoye@ukzn.ac.za

School of Applied Human Sciences Postal Address: Private Bag X01, Scottsville,
Pietermaritzburg 3209, South Africa. **Telephone:** +27 (0)33 260 5549. **Facsimile:** +27 (0)33 260
5809

Appendix G1: Informed Consent Form (English Version)

INFORMED CONSENT FORM



This informed consent form is for correctional trainers who we are inviting to participate in the research titled “ **Towards Re-Visioning the Technical and Vocational Curriculum in Zimbabwean Correctional Schools: Program Evaluation and A Study of Stakeholders’ Perceptions**”

You are invited to participate in a research study conducted by John Chakamba, who is a doctoral student from the Applied Human Sciences at KwaZulu-Natal University. Mr. Chakamba is conducting this study for his doctoral dissertation. Professor Augustine Nwoye is his supervisor for this project. This study is self-funded.

Your participation in this study is entirely voluntary. You should read the information below and ask questions about anything you do not understand, before deciding whether or not to participate. You are being asked to participate in this study because of your extensive experience and knowledge of curriculum design and implementation and evaluation of Technical and Vocational subjects.

This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you choose to participate)

Purpose of the Study

The purpose of this study is to evaluate the current TVET curriculum at your training centre. We hope to use what we learn from the study to make changes to the program so it will help the learners even more than the program already does.

You are being invited to take part in this research because we feel that your experience as a TVET trainer can contribute much to our understanding and knowledge of the curriculum.

Procedures

This research will involve your participation in a forty-five minute interview. You will participate in an interview with [**name of interviewer/research assistant**] or myself.

During the interview, I or another interviewer will sit down with you in a comfortable place at the Centre. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. No one else but the interviewer will be present unless you would like someone else to be there. The information recorded is confidential, and no one else except my supervisor, Professor Nwoye and myself will access the information documented during your interview. The entire interview will be tape-recorded, but no-one will be identified by name on the tape. The tape will be kept in a locked steel cabinet in my office. The information recorded is confidential, and no one else except my supervisor, Professor Nwoye and myself will have access to the tapes. The tapes will be deleted after five years.

Potential Risks and Discomforts

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any question or take part in the interview if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

We expect that any risks, discomforts, or inconveniences will be minor and we believe that they are not likely to happen. If discomforts become a problem, you may discontinue your participation.

Potential Benefits to Subjects and/Or to Society

The research should help in the generation of data that could be used by policy makers, and key stakeholders in the development of programs focusing on the skills empowerment of the juvenile offenders. In addition the study will set a platform for a possible TVET correctional training curriculum reform which is inclusive, futuristic and one which promotes lifelong learning opportunities for this marginalized group.

Compensation for Participation

You will not receive any payment or other compensation for participation in this study. There is also no cost to you for participation.

Confidentiality

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

Confidentiality will be maintained by means of a code number to let Mr Chakamba and Professor Nwoye know who you are. We will not use your name in any of the information we get from this study or in any of the research reports. When the study is finished, we will destroy the list that shows which code number goes with your name.

Information that can identify you individually will not be released to anyone outside the study. Mr Chakamba will, however, use the information collected in his dissertation and other publications. We also may use any information that we get from this study in any way we think is best for publication or education. Any information we use for publication will not identify you individually.

Participation and Withdrawal

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study. I will give you an opportunity at the end of the interview/discussion to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

Identification of Researchers

If you have any questions or concerns about the research, please feel free to contact

Mr. J Chakamba
Principal Researcher
School of Applied Human Sciences
University of KwaZulu-Natal
Private Bag X01
Scottsville Pietermaritzburg
3209

South Africa

Mail to: jchakamba@yahoo.com

Professor A. Nwoye
School of Applied Human Sciences
University of KwaZulu-Natal
Private Bag X01
Scottsville Pietermaritzburg
3209
South Africa

Mail to: nwoye@ukzn.ac.za

Rights Of Research Subjects

The UKZN Research Ethics Committee has reviewed my request to conduct this project (**approval number: HSS/2069/017D**). If you have any concerns about your rights in this study, please contact :

Humanities and Social Sciences Research Ethics Committee

Research Office Ethics
University of KwaZulu-Natal

Govan Mbeki Building
Westville Campus
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604769
Tel: 031 260 8350
Email: mohunp@ukzn.ac.za

PART II: Certificate of Consent

Please initial box

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

3. I agree to take part in the above study.

Please initial box

Yes No

4. I agree to the interview being audio recorded

- I agree to the use of anonymised quotes in publications
- I agree that my data gathered in this study may be stored (after it has been anonymised) in a specialist data centre and may be used for future research.

Name of Participant _____ **Date** _____ **Signature**

Name of Researcher _____ **Date** _____ **Signature**

Appendix G2: Informed Consent Form Translated Version (ChiShona Version)

BUMBIRO RECHIBVUMIRANO CHETSVAGURUDZO



Iri bumbiro ndere vose vakokwa mukupa ruzivo nehunyanzvi mutsvagurudzo ine chekuita nekurodza zvidzidzo zviri kuitwa nevana vari muzvikoro zvinodaizwa kuti marifomatari.

Muverengi ndiri kukokoka kuti uvepo mumwe we avo vapi veungwaru mutsvagurudzo iri kuitwa neni CHAKAMBA JOHN. Ndiri mudzidzi pa university ye KwaZuluNatal yekuSouth Africa uye ndiri kuwana gwara kubva kuna muzvina fundo Augustine Nwoye.

Hapana anomanikidzwa kuva mutsvagurudzo iyi uye semumwe asarudzwa kuva mutsvagurudzo ndaikumbira kuti murave zvinyorwa zviripasi zvinechekuita netsvagurudzo iyoyi. Pakaita mibvunzo, mudikani, ndaikumbira kuti musununguke kubvunza musati maisarunoro rwenyu kuti munoda kuva mumwe weavo achange ari mutsvagurudzo iyoyi. Chanyanyoita kuti musarudzwe hunyanzvi neruzivo munyaya dzegadziriro rezvinofundwa nevana zvinechekuita nehubato hwemaoko.

Chiverengwa ichi chiri mumapindu maviri anoti:

- Bumbiro rine chekuita netsvagurudzo;
- Fomu rinoratidza kuti mabvuma kuva mutsvagurudzo

Chinangwa Chetsvagurudzo

Chinangwa chetsvagurudzo iyi kuda kugadzirisa zvakasirira pazvidzidzo zvemaoko zvevana vari pachikoro chevana vanodarika mitemo che refomatari. I donzo redu kuti vana ava vave neruzivo rwezvemaoko kuitira ramangwana ravo uye kuti vasawanikwa vachidzoka zvekare mumatirongo akaita semavari parizvino.

Hurongwa

Tsvagurudzo iyi ingaita manitsi makumi mana nemashanu tiri mukubvunzana. ndichange ndiine mubatsiri wangu munhaurirano yaticahita [nyora zita remubatsiri] kana paine mimwe

yemibvunzo ichabvunzwa iyo munofunga kuti hamuna kusununguka kuipindura sunungukai kutaura saizvozvo hamumanikidzwe kupindura mibvunzo inokushungurudzai kana yamunofunga kuti inokusiyayi mashungurudzika. Nemvumo yenyu nhaurirano yedu ichange ichitapwa kuitira kuzonyatsobata zvose zvinenge zvataurwa. Regai ndisimbise kuti hapana achadanwa nezita rake kana mamwe matauriro angaita kuti mumwewo munhu akuzivei. Muchina wekutapa mazwi uchachengetedzwa munzvimbo inesvumburo uye chivimbiso changu kuti ini ne mudzidzisi wangu muzvinafundo Augustine Nwoye ndisu toga ticha teerera nhaurwa dziri padapa mazwi irori. Mushure memakore mashanu, dapamazwi iri richabviswa zvose zvirimariri zvinechekuita ne tsvagurudzo iyoyi.

Zvingangoshungurudza Mukuva Mutsvagurudzo Iyoyi

Hapana fungidziro izere ingaita kuti pave nekukvara kana kushungurudzika mukuva mutsvagurudzo iyi. Asi kuti dzimweni dzenguva pangaita mibvunzo ingakusiyayi mava kunzwa hashu kana kusagadzikana zvakanaka. Hatitarisire zvakadaikunge zvichiitika asi kana paine mibvunzo ingangodero ichikonzeresa kushungurudzikana, ndinokumbira kuti musununguke kutaura uye kuti musaipindura. Mukaona kuti zvamava kubvunzwa hazvisi izvo munge makatarisira makasununguka kutorega kuva mumwe wevafakazi mutsvagurudzo.

Zviwanikwa Mukuva Mutsvagurudzo

Pangasava nechinobatika chamungabva nacho pamusangano wedu uyu asi nhaurirano yedu ichatibatsira kugadzurudza zvidzidzo zvemaoko zvinobatwa munzvimbo dzakadai semusha uno uye nekubatsirawo vamwe vachateverawo tsoka dzenyu mune ramangwana.

Mubhadharo Kuva Mutsvagurudzo

Kuva mutsvagurudzo iyi hakuna mubhadharo uripo. Asi kungovawo nemunhu anokuteerera uchitaura uye pfungwa dzako dzichikosheswa ndinoona zvichipfuura sirivha nendarama.

Kuchengetedza Chisungo Chekusazivikanwa Kutu Makapinda Mutsvagurudzo

Ndinoda kupa vimbiso yekuti wese achange ari mutsvagurudzo iyi haazivikanwe nekushandisa zita remadunhurirwa risingazivikanwi nevoruzhinji uye mazita chaiwo haashandiswe muchinyorwa chichabuda. VaChakamba Na muzvinafundo Nwoye ndivo voga vangava nemukana wekukuzivai nemazita.

Kuvamutsvagurudzo Kana Kusadza Kubuda

Mukuru wechikoro chino atotipa mvumo yekuita dare redu iri asi nyangwe atipa mvumo hazvirevi kuti usingade uchange uchimbunyikidzwa kuvapo. Mukana uripo wekuramba kuva mudare retsvagurudzo irori. Uchinzwa moyo usingade kuva panhaurirano yedu iyi, sununguka uye ukazonzwa kusada kuenderera mberi tiri pakati pekupakurirana mashoko wakasununguka kubuda, hatizogumbuka nezvaunenge wafunga. ikodzero yako uye tichairemekedza kodzero iyoyo.

Ko Tinowanikwepi Kana Munhu Achida Kutibata

Sunungukai kubvunza chero mubvunzo maringe netsvagurudzo irikuitwa iyi. Uye pakazoita

zvimwe zvinouya tavhara musangano wedu munogona kubata mukuru wechikoro anokwanisa kundidana zvekare totaura kana kuti tinokwanisa kutaura tose parunhare.ma address edu ndiwo akanyorwa pasi aya muchinge muchida kushandisa michina yamazuva ano.

Mr. J Chakamba
Principal Researcher
School of Applied Human Sciences

University of KwaZulu-Natal
Private Bag X01
Scottsville Pietermaritzburg
3209

South Africa

Mail to: jchakamba@yahoo.com

Professor A. Nwoye
School of Applied Human Sciences
University of KwaZulu-Natal

Private Bag X01
Scottsville Pietermaritzburg
3209
South Africa

Mail to: nwoye@ukzn.ac.za

Kodzero Dzevakokwa

Bazi rinoona nezvekuchengetedzwa kwekodzero dzevachange vari mutsvagurudzo reku UNIVERSITY YEKWAZULU-NATAL rakatarisawo chinyorwa chinotsanangura nezve tsvagurudzo iyoyi vakatenda kuti inokodzera kuti iitwe sezvo ichibatsira ruzvinji rwevana vanowanikwa vari muzvikoro zvakadai. Nhamba dzekodzera idzi dzinoti [HSS/2069/017D]. Uye ivo vanowanikwawo pakero iri pasi inoti :

Humanities and Social Sciences Research Ethics Committee

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University of KwaZulu-Natal
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Danho Rechipiri: Chibvumirano Chekukuva Mutsvagurudzo

1.

**Isa Mavara Ezita
Kana Uchitenda**

Ndinopika kuti ndaverenga ndikanzwisisa zviziviso zvinechekuita netsvagurudzo uye ndapiwa mukana wekubvunza mubvunzo apo ndisinganzwisise.

Ndanzwisisa kuti kuva mutsvagurudzo iyi kuda kwangu uye ndine kodzero yekubuda munhaurwa inenge ichiitwa pasina mibvunzo.

3. Ndinotenda kuva mumwe weavo vanenge vari mutsvagurudzo iyoyi

**Isa Mavara
Ezita**
Yes No

4. Ndinotendera mutsvagi kushandisa muchina wake wekutapa mazwi

- Ndinotendera mutsvagi kuti ahandise mazita emadunhurirwa pamashoko ayo anenge achida kubuditsa muzvinyorwa
- Ndinotenda kuti zvinyorwa zviri maringe nenhaurwa yatichaita zvichachengetedzwa pasina mazita edu uye zvigozoshandiswawo pane dzimwetsvagurudzo dzingaitwa muneramangwana

Zita Rako _____

Zuva Rechitenderano _____

Runyoro Rwekutenderana _____

Zita Remutsvagi _____

Zuva Ratenderanwa _____

Runyoro Rwekutenderana _____

Appendix H1: Assent Form

Appendix H1: Assent Form (English Version)

ASSENT TO PARTICIPATE IN RESEARCH

1. My name is John Chakamba and I am a student at the University of KwaZulu-Natal.
2. My professor, Augustine Nwoye, and I are asking you to take part in a research study because we are trying to learn more about the skills programmes which you are studying at this training centre.
3. This research will involve your participation in a group discussion that will take about one and a half hours. You will take part in a discussion with 7-8 other persons with similar experiences. This discussion will be guided by **[name of research assistant who will act as a moderator]** or myself. The group discussion will start with me, making sure that you are comfortable. We can also answer questions about the research that you might have. Then we will ask you questions about the skills education programmes that you are studying and give you time to share your knowledge. The other questions will be your views about the skills programmes that you are studying and additional skills areas you wish to be included in the current programme.

We will also talk about some of the challenges being faced in the teaching and learning of the skills programme because this will give us a chance to understand more about your training programme. We will not ask you to share personal feelings and practices in your chosen skills areas and you do not have to share any knowledge that you are not comfortable sharing.

The discussion will take place in **[location of the FGD]**, and no one else but the people who take part in the discussion, the two research assistants and myself will be present during this discussion. The entire discussion will be tape-recorded, but no-one will be identified by name on the tape. The tape will be kept in a locked steel cabinet. The information recorded is confidential, and no one else except Professor Augustine Nwoye and myself will have access to the tapes. The tapes will be destroyed after 5 years.
4. I do not believe that you will be hurt or upset by being in this study. If you take part in the study and believe that you have been upset in any way, you may stop being in the study. I will not tell anyone else the things you tell me about the skills programme or anything you tell me about yourself or any other person. But if you tell me that someone here is hurting you, I must report it to the proper authorities.
5. There will be no direct benefit to you, but your participation is likely to help us to come up with additional skills learning areas this will also teach me important ways to help other children like you in the future.

6. The research being done in the school may draw attention and if you participate you may be

asked questions by other people. We will not be sharing information about you to anyone outside of the research team. We will ask you and others in the group not to talk to people outside the group about what was said in the group. We will, in other words, ask each of you to keep what was said in the group confidential. You should know, however, that we cannot stop or prevent participants who were in the group from sharing things that should be confidential. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key. It will not be shared with or given to anyone except my supervisor professor Augustin Nwoye and myself.

7. Your superintendent gave permission for you to take part in this study. Even though your superintendent said “yes,” you can still decide not to do this.

8. If you don’t want to be in this study, you don’t have to participate. Remember, being in this study is up to you and no one will be upset if you don’t want to participate or even if you change your mind later and want to stop.

9. You can ask any questions that you have about the study. If you have a question later that you didn’t think of now, you can ask your superintendent to contact me or ask me next time. You are free to ask questions about the study.

10. Signing your name at the bottom means that you agree to be in this study. If you are not able to sign your name, you do not have to. You will be given a copy of this form after you have signed it and your superintendent will keep it for you in your file.

Signature of Subject

Printed Name of Subject

Date

Appendix H2: Assent Form in Vernacular (ChiShona Version)

BUMBIRO REKUPINDA MUTSVAGURUDZO

1.Zita rangu ndinonzi John Chakamba uye ndiri mudzidzi pachikoro chikuru che University ye KwaZulu Natal.

2.Muzvinafundo vakanditsigira muzvifundo zvangu vanoitwa ivo VaAugustine Nwoye vanova chizvarwa cheku Nigeria vachibata varimu South Africa.

3.Nhaurirano yedu inova yakanangana netsvagurudzo ichaita awa rimwe nechidimbu uye pachavawo nevamwe vadzidzi vasere .tichange tiine chizvarwa chinonzi [**zita remubatsiri mutsvagurudzo**]. Tichatanga nhaurirano nekuzivana uye tichapindura mibvunzo yose iyo munenge muinayo maringe ne tsvagurudzo iri mudariro. Tichava nemukana wekubvunza mibvunzo inobata zvidzidzo zvemaoko, zvipingaidzo izvo muri kusangana nazvo, nenhaurirano yakanangana nezvingaitwa kuti zvidzidzo zviri kuitwa zvinyatsofambirana nezviriko mazuva ano.

Sandi chinangwa chedu kutaura tichisoropodza zvirikufundwa pachikoro kana kutaura nezvimwewo zvehupenyu zvisinei nechinangwa chedare radanwa iri.

Dare redu tichaungana pa [**zita renzvimbo yasarudzwa muri muchikoro imomo**], uye tinongoda vakokwa bedzi kumusangano iwoyu. Nekubvumira uko tinenge taita, chishuviro chedu kuti titape mazwi asina mazita uye regai nditi dapa mazwi redu richagara pakachengeteka panonga pakavharwa nesvumbunuro kuitira kuti pasava naani zvake achatamba tamba nekuridza hurukuro dzedu asina mvumo yedu tose .

4.Ndine chivimbo chikuru chekuti hapana achakuvara , kukuvadza mumwe , kana kushungurudzika panhaurirano yatichaita iyi. Uye mumwe nemumwe akasununguka kubuda munhauriranon yedu kana zvotaurwamo zvavakushungurudza asi regai ndivimbise ndichiti handitaurire kana mumwe munhu nezvatinenge tabuda nazvo munhaurirano iyi uyekana pakazobudawo nyaya dzekushungurudzika kweumwe mwana apa ndinoda kuvimbisa kuti ndinotora matanho akakodzera kuti vene vemusha vazive.

5.Pangasava nechinobatika chamungabva nacho pamusangano wedu uyu asi nhaurirano yedu ichatibatsira kugadzurudza zvidzidzo zvemaoko zvinobatwa munzvimbo dzakadai semusha uno uye nekubatsirawo vamwe vachateverawo tsoka dzenyu mune ramangwana.

6.Tsvagurudzo iyi ichaitirwa muchikoro chenyu zvinova zvichaitawo kuti vamwe vave nechidakadaka chekuda kuziva zviri kutaurwa. Chikumbiro chedu kuti pasava neumwe wedu kana mwana wechikoro achawanikwa achitaura nezvetsvagurudzo iyi kana nhaurirano dzedu kune vamwe .Zvingave zvinonetsa zvazvo kubva tarambidza munhu ariwose kutaura nenhauriro yedu asi chishuvo chedu ndechekuti tose tichaita hana dzakasimba. Hapana achataurwa nezita

rake chairo asi kuti tichapana mazita emadunhurirwa kuti pasaita zvekare angave neruzivo rwekuti ngana akati zvakati munhaurirano yatichaita iyi. Nhaurirano yedu iyi ichange ichizivikanwa neni , vamwe vakokwa uye namuzvinafundo Augustin Nwoye.

7.Mukuru wechikoro chino atotipa mvumo yekuita dare redu iri asi nyangwe atipa mvumo hazvirevi kuti usingade uchange uchimbunyikidzwa kuvapo. Mukana uripo wekuramba kuva mudare retsvagurudzo irori.

8.Uchinzwa moyo usingade kuva panhaurirano yedu iyi, sununguka uye ukazonzwa kusada kuenderera mberi tiri pakati pekupakurirana mashoko wakasununguka kubuda , hatizogumbuka nezvaunenge wafunga . ikodzero yako uye tichairemekedza kodzero iyoyo.

9.Sununguka kubvunza chero mubvunzo maringe netsvagurudzo irikuitwa iyi. Uye pakazoita zvimwe zvinouya tavhara musangano wedu unogona kubata mukuru wechikoro anokwanisa kundidana zvekare totaura kana kuti tinokwanisa kutaura tose parunhare.

10.Kunyora zita rako pafomu rino chiratidzo chekubvuma kuva munhaurirano ichaitwa nedare ratiri kuumba, asi ukanzwa mwoyo usiri kuda usanyora zita rako. Uchapiwa fomu rakadai rinovawo umbowo hwekuti wakanga uri mudare retsvagurudzo irori iro rauchachengeta kana kupa mukuru wenyu oisa mumapepa akachengeteka ako.

Runyoro rwe siginecha rwako

Zita rako rakazara

Zuva nemwedzi regore

Appendix I 1: Focus Group Discussion Schedule for Learners

Introduction

- a) *Thank interviewees for participation*
- b) *Personal introduction: I introduce myself and we share basic demographic information.*
- c) *I explain the purpose of the research which is to generate information pertaining to the participants' experiences and perceptions regarding the current TVET curriculum and their input on some new areas they wish to be incorporated into the curriculum.*
- d) *Stress **confidentiality** and use of pseudonyms for the participants and seek consent to **record** the discussion.*

1. General Introductory Questions.

- a) A general discussion focusing on the nature of the technical programme the participants are studying while in the correctional training centre.
- b) Establish whether their training in TVET trades will benefit them in the future, and after correctional training centre term.

2. Curriculum Content and Assessment Issues: Learner Perceptions, Evaluations and Needs Analysis.

- a) Discuss competencies (knowledge, skills and attitudes) learners should exhibit after graduating from the institution.
- b) A discussion based on learner perceptions of the TVET programme being offered.
 - *To what degree is the course content related to the daily life of students and needs of the community?*
 - *How suitable are the units and topics of TVET curriculum?*

 - *Does it meet their expectations or needs? If not, what are the limitations or programme weaknesses?*
 - *What sections of the current TVET programme would they rate as not useful? Stating reasons.*
 - *What sections of the current TVET programme would they rate as most useful? State reasons.*

a) A discussion centred on teaching methods

- *How suitable are the teaching and learning activities of TVET curriculum?*
- *How suitable are teaching and learning materials of TVET curriculum?*
- *To what degree does TVET curriculum help students relate what they learn to daily life?*

b) Preferred changes to the existing curriculum

- *If you could change a **content** area of the TVET programme which you are following, what would it be? What will you add and why?*
- *If you could change **skills** area of the TVET programme which you are studying, what would it be? What will you add? Why? (Internship or internship issues)*
- *What aspects of TVET curriculum need to be revised and improved further?*

c) A discussion based on assessment and evaluation issues

- *How suitable are the evaluation procedures of TVET curriculum?*
(Consider trade testing issues)

g) Discuss the challenges being faced in implementing the current curriculum consider:
(Resources; Funding; Teaching and learning Issues; Assessment)

h) Support strategies:

- *Initiate a discussion based on possible support strategies which can be adopted to address challenges raised.*

(Closure) Is there anything else you would like me to know, which we did not talk about with regards to the programme you are taking at this training centre?

Thank you very much for coming to this meeting and sharing your views with me.

Appendix I 2: Focus Group Discussion Schedule for Learners Translated (ChiShona Version)

Nhanganyaya

- a) kutenda vakokwa*
- b) Nguva yekuzivana*
- c) Chinangwa che nhaurirano uye kupana mazano pamusoro pe chidzidzo chezvemaoko.*
- d) Mitemo inomirira kudzivirira mazita evanhu vari munhaurwa nevari mumusangano kuti vasununguke kutaura pasina kuzvityira.*

1. Nhungamidzo

- a) Nhaurirano maererano nezvidzidzo zvemaoko zviri kutevedzwa nevana.*
- b) Kukosha kwe zvidzidzo zvemaoko mune ramangwana revana uye kana vazobuda mumusha wegadziridzo munezvehupenyu.*

2. Wongororo Yezvidzidzo

- a) Nhaurirano maringe nehunyanzvi neruzivo rwunodiwa pavana vanenge vapedza mumusha wegadziridzo munezvehupenyu.*
- b) Nhaurirano maringe ne maonero anoita vadare maringe zvidzidzo zvemaoko zvavari kubata pachikoro chavo.*
 - zviri kubata here zvishuwo zvavo? Zvii zvingava zvipingaidzo zvavanoonawowo?*
 - ndezvipi zvimwe zvidzidzo zvezvibato zvemaoko zvavari kuona sezvingada kugadziriswa*
 - ko zvavari kuonawo se zvakanangana chaizvo nezvavanoshuvira kuita muhupenyu uye zviri kufambirana ne zvirikowo mazuva ano ndezvipi?*
- c) Nhaurirano maringe ne zvidzidzo zvavangada kuti zvigadzurudzwe*

- *Ngatitii manzi tiudzei zvimwe zvidzidzo zvamungada kuti zviwedzerwe pamusoro pezvamuri kuita mungati ndezvipi?*
- *Ko zvemubato wemaoko mungada kuwedzera zvipi?zvakanaka here kuti vana vaende kuma industries vachinodzidziswa mabasa emaoko.? Zvakanakirei?*

d) Nhaurirano maringe nemadzidzisirwo arikuitwa zvidzidzo zvemaoko izvi.

e) Nhaurirano maringe ne bvunzo idzo vanonyora kana kuita

f) Dare rinoongororawo zvipingaidzo zvavanosangana nazvo pakufunda kwavo vana ava.

g) Ko chii chingaitwe kuti zvidzidzo nemabasa emaoko aya zviendeke

(Magumo) Kuti pane angadai aine zvimwe zvekutaura pamusoro penhaurirano zvine chekuita ne zvidzidzo zvemaoko zviri kubatwa pano here?

Nguva yekutenda kuvadare vedu nekutipakurira zvavanoshuwira maererano nezvibatwa zvemaoko pachikoro chino

Appendix J 1: Interview Guide for the Alumni

Introduction and Ice Breaking

- *Thank the interviewee for participation*
- *Personal introduction: I introduce myself and we share simple demographic information.*
- *I explain the purpose of the research which is to generate information pertaining to the participant's experiences and perceptions of the current TVET curriculum for juvenile offenders and how it can be upgraded to be in line with current trends.*
- *Stress **confidentiality** and **anonymity** of the participant and seek consent to **record** the interview.*

1. Which TVET course did you specialize in at the correctional training centre?
2. Did you acquire skills which you are using from the correctional training centre or you went for further training elsewhere?
3. a) Do you think that the current TVET subjects in correctional training centres are of any benefit to learners in the future, or after correctional training centre term?
b) What do you think is lacking in the current courses being offered at the correctional training centre? (*probe*)
c) What competencies should juvenile offender learners exhibit after graduating from this institution?
d) To what degree is the course content related to the daily life of students and needs of the community?
e) How suitable are teaching and learning materials of TVET curriculum?
4. a) What sections of the TVET curriculum would rate as not useful? Why do you say so?
b) What sections of the TVET curriculum would rate as most useful? Why do you say so?
c) Are there content and skills areas of the programme that could have been addressed more thoroughly in the training?
d) Do you think the practical aspect had sufficient time allocated for you to master basic skills?
5. Do you think that internship should be incorporated into the TVET curriculum for juvenile offenders? If so why? If not, why?
6. How suitable are the evaluation procedures of TVET curriculum?
7. Does the curriculum incorporate trade testing as part of the assessment? If so why? If not, why?

8. To what degree does TVET curriculum help students relate what they learn to daily life?
9. Does the present curriculum adopt educational activities and services that meet the needs of a modern and dynamic society?
10. What aspects of TVET curriculum need to be revised and improved further?
11. Do you have suggestions which may further improve the programme?

**(Closure) Is there anything else you would like me to know, which we did not talk about with regards to the programme you are teaching at this training centre?*

Thank you for your time and contribution

Appendix J 2: Interview Guide for the Alumni (ChiShona Version)

Nhanganyaya

a) kutenda mukokwa

b) Nguva yekuzivana

c) Chinangwa che nhaurirano uye kupana mazano pamusoro pe chidzidzo chezvemaoko.

d) Mitemo inomirira kudzivirira mazita evanhu vari munhaurwa kuti vasununguke kutaura pasina kuzvityira.

1. Ndingada kutanga nekuziva zvidzidzo zvevemaoko izvo makafundiswa pachikoro chezveupenyu chevadiki kwamakanga muri

2. Parizvino murikuitei munezvemabasa umu uye zvamuri kuita zvine chekuita here nezvemabasa izvo makafundiswa kuchikoro kana kuti makazongo fundawo zvekuwedzera mave moga.

3. a) Munofungawo here kuti zvidzidzo zvirikuitwa pachikoro ichochi zvinobatsira here mune ramangwana revana ava kana kuti pane zvingada kugadziriswa.

b) *chamungati chaicho aaaah apa panoda kugadziriswa , apa panoda kubviswa ndepapi chaipo.*

c) Kufunga kwenyu vana vanobuda pachikoro ichi vapedza zvidzidzo zvavo vanofanirwa kuva nemaskills api kuti vakwanise kuzviriritira muneramangwana ravo

4. a) Ngatitii manzi tiudzei zvimwe zvidzidzo zvamungada kuti zviwedzerwe pamusoro pezvamuri kuita mungati ndezvipi?

b) Ko zvevemaoko wemaoko mungada kuwedzera zvipi? Zvakanaka here kuti vana vaende kuma industries vachinodzidziswa mabasa evemaoko? Zvakanakirei?

c) Munofunga nguva dzekudzidzira mibato evemaoko dzakakwana here parizvino kana kuti panepangada kuwedzerwa

5. Ko zvidzidzo zvevana izvi zvinosanganisirawo here kuenda kuma industry kwechinguva chakati kuti? Munoti kudii nepfungwa iyoyi kana iripo kana kuti isipo?

6. Pane zvamungashuvira kuti zvingawedzerwawo here pane zvidzidzo zvavana ava?

(Magumo) Kutipane zvimwe zvekutaura pamusoro penhaurirano zvine chekuita ne zvidzidzo zvevemaoko zvirikubakwa pano here zvamuinazvo here?

Ndinopa kutenda nekuva nekanguva kekupakurirana hungwaru maringe nezvidzidzo zvevemaoko zvirikubakwa nevana pachikoro.

Appendix K: Interview Guide for the Schoolhead/Superintendent/Senior Supervisor

Introduction and Ice Breaking

a) *Thank the interviewee for participation*

b) *Personal introduction: I introduce myself and we share demographic information such as post status, qualifications, working experience, etc.*

c) *I explain the purpose of the research which is to generate information pertaining to the participant's experiences and perceptions of the current TVET curriculum for juvenile offenders and how it can be re-visioned to be in line with current trends.*

d) *Stress **confidentiality** and **anonymity** of the participant and seek consent to **record** the interview.*

1. Briefly explain the structure of your TVET programme and how juvenile offenders are enrolled into the programmes up to exit level.
2. How do you describe the correctional training centre environment in which learning and teaching happen?
3. What are your perceptions about the TVET programme being offered at this training centre?
4. Was the curriculum developed through the efforts of a group of individuals from different sectors in society knowledgeable about interests, needs and resource requirements of learners?
5. a) Do you think the current TVET programme meets training centre needs? (*probe*)
b) How appropriate is the TVET programme to the needs of course participants?
c) What do you think about the relevance of the TVET curriculum content provision to the needs of course participants?
6. What competencies (*knowledge, skills and attitudes*) should juvenile offender learners exhibit after graduating from this institution?
7. a) What sections of the current TVET programme would you rate as not useful? State reasons.
b) What sections of the current TVET programme would rate as most useful? State reasons.
c) How suitable are the teaching and learning activities of TVET curriculum?
d) How suitable are teaching and learning materials of TVET curriculum?

8. a) Are the teaching methods utilized by trainers appropriate and adequate for juvenile offenders?
b) If you could add more teaching approaches to the TVET programme which pupils are studying, which approaches will you propose to add?
9. a) How suitable are the evaluation procedures of TVET curriculum?
b) What are your views about assessment approaches being used in the programme? Any additions?
c) In your opinion what more needs to be done to the assessment of juvenile offenders taking the TVET programme? (*consider trade testing and internship issues here*)
10. a) To what degree is the course content related to the daily life of students?
b) Is the curriculum content adequate for the needs of the industry (*probe*)
c) To what extent do the skill requirements of the industry match the educational priorities of this programme?
11. a) As head of this institution, what specific challenges do you face regarding the effective implementation of the programme?
b) Suggest possible support strategies which can be adopted to address challenges raised.
c) To what degree does TVET curriculum help students relate what they learn to daily life?
d) What aspects of TVET curriculum need to be revised and improved further?
e) Do you have any other suggestions which may improve the programme as a whole?

**(Closure) Is there anything else you would like me to know, which we did not talk about with regards to the programme being offered at this training centre?*

Thank you for your time and contribution

Appendix L: Interview Guide for Trainers

Introduction and Ice Breaking

- a) *Thank the interviewee for participation*
- b) *Personal introduction: I introduce myself and we share demographic information such as post status, qualifications, working experience, etc.*
- c) *I explain the purpose of the research which is to generate information pertaining to the participant's experiences and perceptions of the current TVET curriculum for juvenile offenders and how it can be re-visioned to be in line with current trends.*
- d) *Stress **confidentiality** and **anonymity** of the participant and seek consent to **record** the interview.*

1. a) Briefly explain the structure of your TVET programme and how juvenile offenders are enrolled into the programmes up to exit level.
 - b) What are your perceptions about the TVET curriculum being offered at this training centre?
 - c) How suitable are the general and specific objectives of the TVET curriculum?

2. a) How appropriate are the programme goals to the needs of course participants?
 - b) How suitable are the units and topics of TVET curriculum to the needs of course participants?
 - c) What sections of the current TVET programme would rate as not useful? Why?
 - d) What sections of the current TVET programme would rate as most useful? Why do you say so?

3. a) To what degree is the course content related to the daily lives of students and community needs?
 - b) If you could change a content area of the TVET programme which you are teaching, what would it be? (*probe to get additional topic areas*)
 - c) If you could change skills area of the TVET programme which you are studying, what would it be? (*probe to get additional competencies*)
 - d) How suitable are the teaching and learning activities of TVET curriculum?
 - e) How suitable are teaching and learning materials of TVET curriculum?
 - e) If you could add the teaching approaches to the teaching of teaching juvenile offenders in the TVET programme which you are teaching, which approaches will you propose to add?

4. a) To what extent do the skill requirements of the industry match the educational priorities of this programme?

b) How suitable are the evaluation procedures of TVET curriculum?

c) In your opinion what more needs to be done to the assessment of juvenile offenders taking the TVET programme? (*consider internship and trade testing issues here*)

5.a) How effective is TVET curriculum in leading students to interesting and meaningful learning experiences?

b) To what degree does TVET curriculum help students relate what they learn to daily life?

c) What specific challenges do you face regarding the effective implementation of the programme?

d) What additional support mechanisms does your department require for effective implementation of the programme?

e) What aspects of TVET curriculum need to be revised and improved further?

**(Closure) Is there anything else you would like me to know, which we did not talk about with regards to the programme you are teaching at this training centre?*

Thank you for your time and contributions.

Appendix M: Interview Guide for the Curriculum Development Specialists/Zimsec/ Hexco Subject Managers

Introduction and Ice Breaking

a) Thank the interviewee for participation

b) Personal introduction: I introduce myself and we share demographic information such as post status, qualifications, working experience, etc.

c) I explain the purpose of the research which is to generate information pertaining to the participant's experiences and perceptions of the current TVET curriculum for juvenile offenders and how it can be re-visioned to be in line with current trends.

*d) Stress **confidentiality** and **anonymity** of the participant and seek consent to **record** the interview.*

1. What are your perceptions about the juvenile offenders' TVET programme being offered at correctional training centre X?
2. How well do the learning outcomes for juvenile offenders' TVET programme match the current initiatives of the industry and the needs of course participants?
3. Is the content of the programme appropriate for juvenile offenders' career needs? If so how? If not what do you think need improvement?
4. What sections of the current TVET programme would you rate as most useful? Why?
5. What sections of the current TVET programme would you rate as not useful? State reasons.
6. Are there content areas and or sections of the programme that could have been addressed more thoroughly to improve the training of these juveniles?
- 7.a) Is the curriculum content adequate for the needs of the industry? Have you identified any gaps or limitations in the curriculum?
b) How suitable are the teaching and learning activities of TVET curriculum?
c) How suitable are teaching and learning materials of TVET curriculum?
8. If you could add the teaching approaches to the teaching of the TVET programme, which approaches will you propose to add?
- 9.a) How suitable are the evaluation procedures of TVET curriculum?

b) In your opinion what more needs to be done to the assessment of juvenile offenders taking the TVET programme? (*probe*)

c) To what degree does TVET curriculum help students relate what they learn to daily life?

d) What aspects of TVET curriculum need to be revised and improved further?

10) Do you have suggestions which may further improve the training programme?

Thank you for your time and contribution

Appendix N: Interview Guide for Industrial Internship Trainers

Introduction and Ice Breaking

- a) Thank the interviewee for participation*
- b) Personal introduction: I introduce myself and we share demographic information such as post status, qualifications, working experience, etc.*
- c) I explain the purpose of the research which is to generate information pertaining to the participant's experiences and perceptions of the current TVET curriculum for juvenile offenders and how it can be re-visioned to be in line with current trends.*
- d) Stress **confidentiality** and **anonymity** of the participant and seek consent to **record** the interview.*

1. What are your perceptions about the juvenile offenders' TVET programme being offered at the correctional training centre X?
2. To what degree is the course content related to the daily life of students?
3. How suitable are the general and specific objectives of TVET curriculum?
4. How well do the learning outcomes of the current syllabus match the current initiatives of the industry?
- 5.a) How suitable are the units and topics of TVET curriculum?
 - b) Is the curriculum content adequate for the needs of the industry? Are there content areas of the programme that could have been addressed more thoroughly for proper skills acquisition of the trainees?
 - c) What sections of the current TVET curriculum would you rate as not useful? State reasons.
 - d) What sections of the current TVET curriculum would you rate as most useful? State reasons.
- 6.a) How suitable are the teaching and learning activities of TVET curriculum?
 - b) If you could add additional teaching approaches to the teaching of the TVET programme, which approaches will you propose to add?
- 7.a) How should learners be assessed on what they learn in different course areas?

b) Do you recommend offenders to be trade tested after completion of a skills module? If so why? If not, why?

c) Do you think that internship should be incorporated into the TVET curriculum for juvenile offenders? If so why? If not, why?

8. a) What gaps or limitations have you identified hindering effective implementation of the programme?

b) Suggest possible support strategies which can be adopted to address challenges raised.

c) What aspects of TVET curriculum need to be revised and improved further?

9. Do you have any other suggestions which may improve the programme?

Thank you for your time and contribution

Appendix O: Performance Based Trainer Evaluation Report

Evaluation Focus Areas	Comment
Planning	
Lesson delivery	
Classroom engagement and environment	
Assessment and Evaluation	

Appendix P and Q: Official syllabuses being used by the juvenile correctional centre

Documents have been withheld to retain confidentiality. Can be availed on request for audit purposes.